

DOCUMENT RESUME

ED 448 116

SO 032 422

TITLE Guidebook for Colleges and Universities Preparing Social Studies Teachers. National Standards for Social Studies Teachers, Volume III.

INSTITUTION National Council for the Social Studies, Washington, DC.

ISBN ISBN-0-87986-082-0

PUB DATE 2000-00-00

NOTE 88p.; Prepared by the National Council for the Social Studies and the National Council for Accreditation of Teacher Education (NCSS/NCATE) Assessment Criteria Project. This project was funded by a grant from the National Partnership for Excellence and Accountability in Teaching through the National Commission on Teaching and America's Future and NCATE. For the related documents, "National Standards for Social Studies Teachers," see SO 032 211, and "Program Standards for the Initial Preparation of Social Studies Teachers," see SO 032 212.

AVAILABLE FROM National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016; Web site: <http://www.socialstudies.org>.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Academic Standards; *Evaluation Criteria; Higher Education; National Standards; *Social Studies; Teacher Education

ABSTRACT

This guidebook, designed to assist colleges and universities to meet National Council for the Social Studies/National Council for Accreditation of Teacher Education program standards, is one of three documents that deal with national standards for social studies teachers. The guidebook is intended to help colleges and universities assess the subject matter strengths and weaknesses of their social studies teacher education students to determine the extent to which their programs meet the national standards. Following an introduction, the guidebook consists of three main sections: (1) a set of guidelines on ways of meeting the standards; (2) a compendium of examples of good assessment tasks; and (3) a copy of an article that describes a perspective on using program approval standards and processes to improve programs for preparing history teachers. The guidebook offers examples of and suggestions on how teacher education programs faculty might meet the NCSS/NCATE standards. Discusses incorporating "National Standards for Social Studies Teachers" and "Program Standards for the Initial Preparation of Social Studies Teachers" into college and university programs. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 448 116

NATIONAL STANDARDS FOR
SOCIAL STUDIES TEACHERS

3

**Guidebook for
Colleges and
Universities
Preparing
Social Studies
Teachers**

SO 032 422

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

M. L. Luffey

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.



NATIONAL COUNCIL FOR
THE SOCIAL STUDIES

2

BEST COPY AVAILABLE



National Council for the Social Studies

Guidebook for Colleges and Universities Preparing Social Studies Teachers

National Standards for Social Studies Teachers • Volume III

Prepared by
NCSS/NCATE Assessment Criteria Project

Charles B. Myers, *Project Director*
Alberta Macke Dougan
Wayne Dumas
William R. Fernekes
David Harris
Gerald W. Marker
Mary A. McFarland
Pat Nickell
Warren H. Solomon
Alicia R. Crowe, *Project Assistant*



National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
www.socialstudies.org

TODAY'S SOCIAL STUDIES Creating Effective Citizens

Library of Congress Catalog Card Number: 00-103237

Copyright © 2000 National Council for the Social Studies. All rights reserved.
Printed in the United States of America.

ISBN 0-87986-082-0

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

First printing, October 2000

10 9 8 7 6 5 4 3 2 1

TABLE OF CONTENTS

Preface	5
1. Introduction	7
2. Guidelines for Meeting the NCSS/NCATE Standards.....	17
3. Examples of Assessment Tasks.....	27
Programmatic Examples	29
Testing Examples	35
Performance Examples.....	38
Multiple Types of Evidence.....	68
Appendix: Copy of an Article, "New Standards for the Preparation of History Teachers," that Explains the Value of the Program Approval Standards and Process as They Apply to Teachers of History	77

PREFACE

This Guidebook was compiled by the NCSS/NCATE Assessment Criteria Project team, which serves as a task force of National Council for the Social Studies (NCSS), in a collaborative arrangement with the National Council for Accreditation of Teacher Education (NCATE). The project was funded by a grant from the National Partnership for Excellence and Accountability in Teaching through the National Commission on Teaching and America's Future and NCATE (Social Studies Assessment Criteria, Strand III, NCTAF, Teachers College). It is one part of a larger assessment criteria project conducted by NCATE. Emerson J. Elliott, NCATE, serves as the Principal Investigator of the larger project.

The project team wishes to thank Emerson J. Elliott, NCATE; Martharose Laffey, former NCSS Executive Director; and Tim Daly, NCSS Director of Administration, for their help with this endeavor.

1. INTRODUCTION

Overview

This *Guidebook for Colleges and Universities Preparing Social Studies Teachers*, designed to assist them to meet NCSS/NCATE program standards, is one of three documents that deal with national standards for social studies teachers. It was produced as a collaborative effort of the National Council for the Social Studies (NCSS) and the National Council for Accreditation of Teacher Education (NCATE) with funding from the National Partnership for Excellence and Accountability in Teaching (NPEAT).

The other two documents are

- *National Standards for Social Studies Teachers*
- *Program Standards for the Initial Preparation of Social Studies Teachers*

This Guidebook is intended to help colleges and universities assess the subject matter strengths and weaknesses of their social studies teacher education students in order to determine the extent to which their programs meet the national standards. In addition to this introduction, it consists of three main sections:

1. A set of guidelines on ways of meeting the standards,
2. A compendium of examples of good assessment tasks, and
3. A copy of an article that describes a perspective on using program approval standards and processes to improve programs for preparing history teachers.

The "Guidelines" section of this document (Section 2) describes actions that teacher education program faculty might take to meet the NCSS and NCATE standards that apply to the initial preparation of social studies teachers. The examples serve as illustrations of assessment tasks that those faculty might develop for their own institution. The copy of the article provides information about the potential use of the *National Standards for Social Studies Teachers* and the *Program Standards* to improve the social studies knowledge and competence of beginning social studies teachers as well as the college and university programs that prepare them.

All who review this document and the example assessment tasks that are included in it are invited to offer their suggestions, to critique the examples that appear here, and to submit their own example assessment tasks to be added to the collection. Suggestions, critiques, and new example assessment tasks should be sent to

Charles B. Myers, Project Director
Standards Assessment Criteria Project
National Standards for Social Studies Teachers
Box 330, Peabody College
Vanderbilt University
Nashville, TN 37203
Phone 615-322-8100
Fax 615-322-8999
e-mail charles.b.myers@vanderbilt.edu

The *National Standards for Social Studies Teachers* document, which is an official publication of National Council for the Social Studies, describes and explains the council's national standards for social studies teachers that were approved by the NCSS Board of Directors on April 27, 1997. The publication consists of two general sections: (1) an introduction, which contains information about the background and contexts in which the standards were developed, and a description of the audience to which the standards are addressed; and (2) the standards themselves. The standards are of two types: (1) Subject Matter Standards, which outline in some detail the social studies content that social studies teachers should know and the skills and dispositions they should possess in order to teach social studies to students appropriately; and (2) Pedagogical Standards, which outline in very general ways the pedagogical knowledge, skills, and dispositions needed for general teacher effectiveness.

The subject matter standards are the main focus of the document. They are the primary areas of expertise and responsibility of NCSS and its members in the national education professional community. They describe the subject matter that NCSS as an organization believes teachers should know and be able to teach. They are intended to be used to assess and help improve (1) the professional knowledge, capabilities, and dispositions of individuals seeking initial state licensure to teach social studies in the classrooms of the United States; and (2) the quality of college and university social studies teacher education programs that prepare these individuals.

The pedagogical standards, on the other hand, are more general and are stated very briefly because NCSS is only one of many professional educational expert organizations that have described and explained expectations of these types. The pedagogical standards are identified in the document primarily to indicate that NCSS concurs with the thrusts of these nine standards or principles. The nine are best described in more detail in the document *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue* (Washington, DC: Interstate New Teacher Assessment and Support Consortium [INTASC]).

The subject matter standards are of three types: *thematic standards*, *disciplinary standards*, and *programmatic standards*.

The *thematic standards* are based on the NCSS document *Expectations of Excellence: Curriculum Standards for Social Studies*, which describes NCSS expectations of what pre-K-12 learners should know and be able to do. They specify (1) what social studies teachers should know and be able to do in order to teach the learners assigned to them; and (2) what institutions that prepare candidates for licensure (or certification) in (a) social studies as a broad field of endorsement; (b) any of the specific disciplines within social studies—history, geography, civics and government, economics, psychology, sociology, and anthropology; and (c) other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter should provide in their instructional programs.

The *disciplinary standards* are based on documents that have been compiled in recent years by various expert groups who have identified what they believe pre-K-12 learners should know and be able to do as a result of instruction in specific social studies/social science discipline-based subjects—history, geography and so forth. The reports of these groups are as follows:

- National Council for the Social Studies. *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, DC: National Council for the Social Studies, 1994.
- National Center for History in the Schools, University of California, Los Angeles. *National Standards for History*. Los Angeles: National Center for History in the Schools, 1994.
- Geography Education Standards Project. *Geography for Life: National Geography Standards 1994*. Washington, DC: National Geographic Research & Exploration, 1994.
- Center for Civic Education. *National Standards for Civics and Government*. Calabasas, CA: Center for Civic Education, 1994.
- Economics America, National Council on Economic Education. *Voluntary National Content Standards in Economics*. New York: National Council on Economic Education, 1997.
- American Psychological Association. Internal draft reports on standards. Washington, DC: American Psychological Association, 1996-1997.

The *programmatic standards* for initial licensure are of a different order from the thematic and disciplinary standards. They focus directly on the teacher preparation programs for initial licensure rather than on the individuals seeking the licenses. They are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent.

The *Program Standards* document is the official NCSS and NCATE handbook for colleges and universities to use as they analyze and revise the subject matter content of their social studies teacher education programs in preparation for NCATE accreditation and re-accreditation reviews. It contains (1) a step-by-step outline of the NCSS/NCATE review procedures and expectations; and (2) nineteen of the twenty NCSS subject matter standards for social studies teachers. The document format includes matrices that institutions can use to assess their social studies program and to report their findings to both NCATE and NCSS. Teacher preparation institutions are expected to complete the matrices with three types of "evidence," which are explained as follows: programmatic evidence, test evidence, and performance evidence.

Programmatic evidence provides assurance that each person recommended by a teacher education unit for teacher licensure (or certification) has been offered a reasonable opportunity to master the knowledge, skills, and dispositions needed for success as a social studies teacher.

Testing evidence, if the testing is a valid and reliable measure of the knowledge, skills, and dispositions described by these standards, provides assurance that those who have attained passing scores possess the knowledge identified in these standards as necessary for classroom teaching effectiveness.

Performance evidence provides assurance that those who are judged to have met the performance criteria can perform effectively as classroom teachers in the areas described by these standards.

All three documents are available on the World Wide Web home pages of National Council for the Social Studies [www.ncss.org]

and

National Council for Accreditation of Teacher Education [www.ncate.org]

The printed version of these documents can be obtained from:^o

National Council for the Social Studies
P.O. Box 2067
Waldorf, MD 20602-2067

Subsequent to the release of this document, NCSS will also be releasing several documents in sequence that extend the efforts that have been completed to date. Those documents are as follows:

- A published list, by institution, of NCSS approved programs for the initial preparation of teachers of social studies. (This list appears on the NCSS web site—www.ncss.org/standards/teachers/).
- An Alignment report: *Study of the correlation between NCSS national standards for social studies teachers and Praxis II tests*. (This document reports on a task of the Assessment Criteria Project that compared the content focuses and coverage of present Educational Testing Services Praxis II tests and the NCSS *National Standards for Social Studies Teachers*, and describes collaboration efforts between NCSS and ETS to establish consistency between the next version of Praxis II tests and the *National Standards*.)
- An NCSS *Case Study of the Use of NCSS Standards for Teachers by Colleges, Universities, and States*. (This publication will report on a study to be conducted between September 1999 and June 2001. Results will be published at the conclusion of the study.)
- An NCSS *Employers' Guide for the Employment of Qualified Social Studies Teachers*. (This publication will be intended for those who employ beginning and experienced social studies teachers and will provide explicit guidelines for matching applicant credentials with the NCSS standards.)

^o Purchasing information can be obtained at 1-800-683-0812; the item numbers of the three volumes are 429901 (*National Standards for Social Studies Teachers*), 429902 (*Program Standards for the Initial Preparation of Social Studies Teachers*), and 429903 (*Guidebook for Colleges and Universities Preparing Social Studies Teachers*).

Background

For several decades, National Council for the Social Studies has been formulating and announcing standards for the preparation of social studies teachers in both comprehensive social studies and the single disciplines that are typically included under the social studies umbrella. The standards have been issued in approximate five-year cycles. The current *National Standards for Social Studies Teachers* document is the 1997 version of that continuing effort.

The 1997 standards, however, are very different from those of previous versions, and they are different in two ways: whereas earlier versions prescribed programmatic components (courses, for example) that should be provided for prospective social studies teachers in their teacher preparation programs, fifteen of the twenty current standards describe the academic content that those who complete social studies teacher education programs (comprehensive social studies and any of the single disciplines) should know and be able to teach. In short, these 1997 standards (1) emphasize subject matter knowledge and the ability to teach it, and (2) focus on the professional performance of those individuals whom a teacher education institution recommends for licenses. These two shifts in focus—to a greater emphasis on academic social studies content and toward performance-based assessment—are consistent with general trends in teacher education; the national move toward greater accountability for schools, teachers, and teacher education programs; and parallel efforts of state teacher licensure offices, the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), and other subject matter professional teacher associations.

The twenty standards contained in the 1997 document as well as the document as a whole were developed by an NCSS Task Force on Social Studies Teacher Education Standards appointed in 1995 by NCSS President Robert J. Stahl. Members of the task force were:

- Charles B. Myers, Lead Co-chairperson of the Task Force and principal author of the document, Professor of Social Studies Education, Peabody College, Vanderbilt University.
- Susan Adler, Co-chairperson of the Task Force, Associate Professor and Chairperson, Division of Teacher Education, University of Missouri, Kansas City.
- Allan Brandhorst, Co-chairperson of the Task Force, Professor of Education and Chair of the Department of Education, Valparaiso University.
- Alberta Macke Dougan, Professor and Chair, Department of History, Southeast Missouri State University.
- Wayne Dumas, Professor Emeritus, Social Studies Education, University of Missouri-Columbia.
- Lewis E. Huffman, Education Associate-Social Studies, Delaware Department of Education.
- Pat Rossman, Elementary Teacher, Conrad Elvehjem School, McFarland, WI.

- Donald O. Schneider, Professor and Associate Dean, College of Education, University of Georgia.
- Robert J. Stahl, Professor, Division of Curriculum and Instruction, Arizona State University, Tempe.

The Task Force worked intensively for three years, during which it sought input and reactions from education professionals nationwide through electronic media—e-mail and the World Wide Web correspondence—and public hearings.

The NCSS/NCATE *Program Standards* document was developed by NCSS as an extension, a “second generation document,” of the *National Standards*. It applies nineteen of the twenty standards from the first document to teacher preparation programs in the context of NCATE accreditation and state-level program review procedures. It was adopted for NCATE use by NCATE in October 1997.

This *Guidebook* was developed during 1998-1999 by an Assessment Criteria Project team appointed by NCSS. The team’s charge was to develop guides and examples of good assessment tasks that would be of use to colleges and universities as they assess and review their teacher preparation programs in terms of the standards itemized and explained in the other two documents. Members of the team were:

- Charles B. Myers, Project Director and principal author of the document, Professor of Social Studies Education, Peabody College, Vanderbilt University.
- Alberta Macke Dougan, Professor and Chair, Department of History, Southeast Missouri State University.
- Wayne Dumas, Professor Emeritus, Social Studies Education, University of Missouri-Columbia.
- William R. Fernekes, Supervisor of Social Studies and classroom teacher, Hunterdon Central Regional High School, Flemington, N.J.
- David Harris, Social Studies Education Consultant, Oakland Schools, Oakland County, MI.
- Gerald W. Marker, Professor of Education, Indiana University.
- Mary A. McFarland, Instructional Coordinator for Social Studies, K-12 and Director of Staff Development, Parkway School District, St. Louis County, MO.
- Pat Nickell, Assistant Professor of Social Studies Education, University of Georgia.
- Warren H. Solomon, Social Studies Consultant, Department of Elementary and Secondary Education, State of Missouri, Jefferson City, MO.
- Alicia R. Crowe, Project Assistant, Doctoral Student, Department of Teaching and Learning, Peabody College, Vanderbilt University.

The Standards-Setting Context

Introduction

Although these three documents can be thought of as a set of stand-alone publications, they were developed and designed to fit into a broad national context with many levels and facets. That context includes:

1. The general push throughout the United States toward more rigorous content standards for students and greater school accountability for student learning;
2. State regulations and legislation concerning student, school, and teacher standards;
3. State teacher licensing criteria and procedures;
4. The multi-state Interstate New Teacher Assessment and Support Consortium (INTASC) endeavor;
5. NCATE accreditation of teacher education units and programs at colleges and universities;
6. The standards-setting and applying processes of the National Board for Professional Teaching Standards (NBPTS);
7. The development of subject matter standards for students and teachers in content fields outside of social studies (mathematics and science, for example);
8. The development of subject matter standards for students in social studies (general social studies, history, geography, civics and government, economics, and psychology);
9. The existence of previous NCSS standards for social studies teachers (the last of which were approved in 1992).

The standards upon which all three documents focus are, in effect, extensions of each of these nine developments. They are the responses of both National Council for the Social Studies (NCSS) and the National Council for Accreditation of Teacher Education (NCATE) to the questions: In the context of all of these developments,

- What should social studies teachers know?
- What should they be able to do?
- What dispositions should they possess?

Brief explanations of these nine contexts follow:

1. Although Americans have always been concerned about what and how much pre-K-12 students are learning and how well schools are teaching, these concerns have increased over the last two decades. The concerns are epitomized (1) by the 1983 report, *A Nation at Risk*, and the many parallel and following reports and studies that have inquired into how well the nation's schools and teachers are teaching America's children and youths; (2) by the persistent demands from all segments of society that schools, teachers, parents, and students be held more accountable for what school students should and do learn from year to year and in order to graduate; and (3) by the pervasive waves of testing of students, teachers, and schools in every state and nearly all communities. At the center of these concerns and calls for accountability and testing is a need for determining just what it is that students should learn in schools, what it is that teachers should be teaching, and what it is that schools and society should expect of both students and teachers.

2. The multiple pushes toward more rigorous subject matter standards for students and greater school accountability for student learning have been implemented nationwide in the form of new state regulations and legislation that have put into place higher standards for students, teachers, and schools. These rules and statutes specify in more demanding fashion what students, teachers, and schools must do, and they identify sanctions to be imposed on those students, teachers, and schools that do not measure up. Central to all these rules and statutes is the determination of what subject matter and how much of it students should be held accountable for learning, teachers should be held accountable for teaching, and schools should be held accountable for providing.
3. One major aspect of the more-rigorous-rules-and-statutes phenomenon has been state-by-state enactment of new, more specific, and more demanding requirements for teacher licensure and more precise and tighter procedures to see that those requirements are enforced upon both applicants for state licenses and the colleges and universities that prepare and recommend the applicants to the state. At the heart of these rules is the identification of the knowledge, competencies, and dispositions that beginning teachers should be expected to possess and demonstrate in order to qualify for a license. The twenty standards identified in these documents constitute NCSS's effort to identify that subject matter.
4. Many states, as they have moved toward new and more demanding requirements for teacher licensing and tighter procedures to assure that those requirements are enforced, have joined forces to formulate common sets of licensing expectations. Working through the Education Commission of the States, state boards of education, departments of education, and licensing agencies in more than forty states have joined as partners in the Interstate New Teacher Assessment and Support Consortium (INTASC) to formulate ten common "principles" that describe what new teachers should be expected to know and be able to do, and what dispositions they should possess. Now, the INTASC partners are drafting examples of ways that individual states can apply these principles to specific subject matter fields (mathematics, science, reading, language arts, social studies), and to grade-level licensing categories (early childhood, middle childhood). The overall goal of the INTASC effort is common, rigorous, and compatibly enforced licensing standards for new teachers across most states.

The standards for social studies teachers itemized in these documents address each of the ten INTASC principles, and they are written in the *National Standards* and *Program Standards* documents in formats that are consistent with INTASC wording.

Because the primary goal of the standards for social studies teachers is to identify the subject matter that a beginning social studies teacher should know and be able to teach, the standards of these three social studies documents focus to a very great extent on INTASC Principle One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Only the Pedagogical Standards of the *National Standards for Social Studies Teachers* document directly address INTASC Principles Two through Ten, and they do so only briefly.

5. As states have been moving toward more rigorous standards for students, teachers, and schools, the National Council for Accreditation of Teacher Education (NCATE), the national professional organization that accredits college and university units that prepare teachers, has reformulated and made more rigorous both its standards for assessing teacher preparation programs and the procedures by which these new standards are applied to institutions. New standards and procedures were set in place in 1987, were refined and strengthened in 1992, and are scheduled for revision again during the year 2000. The standards for 2000 will continue an increased emphasis on teacher subject matter knowledge and a closer tie between NCATE standards and subject matter standards such as those of these documents.
6. Also in recent years, the National Board for Professional Teaching Standards (NBPTS), an independent national voluntary standards-setting organization that was established following the report *A Nation Prepared: Teachers for the 21st Century*, in 1986 by the Carnegie Task Force on Teaching as a Profession (New York: Carnegie Forum on Education and the Economy), has developed criteria and a procedure for identifying especially capable experienced teachers—"accomplished teachers." Teachers volunteer to undergo NBPTS review and those who are judged to have met the standards are designated "National Board Certified." A number of states have paid or are planning to pay national board certified teachers salary supplements for being so certified.

The standards of these documents for social studies teachers and programs are compatible and closely aligned with those of NBPTS in the area of "history-social studies." Because of that alignment, beginning teachers who meet the NCSS national standards are already in line to pursue NBPTS certification, if they choose to do so, as they gain experience.

7. As educators and citizens have moved toward more vigorous subject matter standards for students, teachers, and schools, professional experts in content areas besides social studies have responded to the challenge, and have formulated and begun applying new standards in their various fields. Mathematics leaders were among the first to act, and science educators have followed closely, as have others. So, these social studies standards for teachers have parallels in other subject matter fields, and national professional organizations in those fields are applying their standards in ways that parallel these efforts for social studies.

Because of the nature of social studies content—content that can be seen as both a broad interdisciplinary field of study and as separate disciplines—these social studies standards for teachers were developed by different groups subsequent to and to a degree separate from social studies subject matter standards for students. In contrast, the mathematics and science standards for students and for teachers were developed as inter-connected steps in common efforts. (More is explained on this point next.)

8. Beginning in the 1980s and running through the mid 1990s, several organizations and groups of professionals pursued separate projects to set standards for student learning in various social studies disciplinary areas—history, geography, civics and government, and economics. Each has published the results of its work. These sets of standards were already noted earlier but complete references are listed here again:

Introduction

- National Center for History in the Schools, University of California, Los Angeles. *National Standards for History*. Los Angeles: National Center for History in the Schools, 1994.
- Geography Education Standards Project. *Geography for Life: National Geography Standards 1994*. Washington, DC: National Geographic Research & Exploration, 1994.
- Center for Civic Education. *National Standards for Civics and Government*. Calabasas, CA: Center for Civic Education, 1994.
- Economics America, National Council on Economic Education. *Voluntary National Content Standards in Economics*. New York: National Council on Economic Education, 1997.

In addition, in 1996 and 1997 a committee of the American Psychological Association developed drafts of standards that could eventually be formulated into specifications for content to be taught in a high school psychology course.

Also in the early 1990s a special task force of National Council for the Social Studies formulated a set of broad social studies subject matter standards for students, *Expectations of Excellence: Curriculum Standards for Social Studies* (1994), as is described in some detail on the initial pages of the teacher standards document.

The task force that developed the NCSS standards for teachers began with all of the above mentioned standards for students as its bases for formulating the standards for teachers. It took the work of the professionals on these previous committees and task forces and asked,

If this is what social studies students should learn, what should their social studies teachers know and be able to do and what dispositions should they possess?

9. The 1997 *National Standards for Social Studies Teachers* replaced the National Council for the Social Studies *Standards for the Preparation of Social Studies Teachers* that were adopted in 1992 and their predecessor standards of 1987 and 1982. To some extent, they result from a continuation of the efforts that produced those previous NCSS standards, but it is not appropriate to suggest that the 1997 standards for teachers are simple updates or refinements of their predecessor standards. Except for the five Programmatic Standards, which do parallel some of the standards of 1992, the new standards are intentionally very different from the NCSS standards for teachers from earlier years.

2. GUIDELINES FOR MEETING THE NCSS/NCATE STANDARDS

These guidelines are brief by intention. National Council for the Social Studies, the NCSS/NCATE Assessment Criteria Project team that developed this *Guidebook*, and the NCSS Program Reviewers who assess the institutional program folios that are submitted to NCSS by college and university teacher education faculties believe that institutional program self-studies and external program reviews should not be separate endeavors from the normal program monitoring and continuous improvement efforts of good institutions of higher education. They should, instead, be ongoing reflections by all teacher education program stakeholders about what they do to educate teachers and how they can improve upon what they do. So, our guidelines suggest efficiency and cost effectiveness, and they focus primarily on the self-study dimension of program reviews.

It is important to note—in fact, it is important to stress—that this *Guidebook* as well as its two companion documents—*National Standards for Social Studies Teachers* and *Program Standards for the Initial Preparation of Social Studies Teachers*—are not intended to be used to assess all components of social studies teacher education programs. Instead, they focus almost exclusively on the subject matter aspects of social studies teacher preparation—what social studies teachers should know about their subject matter and how to teach it. That focus is only one part of the overall NCATE standards and only Principle One of the ten INTASC principles. A full review of an entire teacher education program requires that all NCATE standards and all INTASC principles, or similarly comprehensive standards, be addressed. Therefore, these “guidelines” speak directly to the assessing of the subject matter knowledge and competence components of social studies teacher education.

Why Do Program Reviews?

Teacher education faculties often think of program reviews and accreditation activities as intrusions into their work life and as threats to their professional sense of respectability. They see them as challenges to their teacher educator reputations by outside authorities who use their power to force them into high stakes, “prove you are good” situations. They frequently ask, “Why do we have to do this?” “Why spend all this time and energy in meetings, data collection, and report writing?” “Why do we need to be so reflective and analytical?” “Why do we need outside accreditation and program approval anyway?”

There are legitimate answers to these questions, and the answers are of two types. First, we have program and accreditation reviews so that teacher education faculties periodically, if not continuously, assess their programs’ strengths, weaknesses, and direction, and so they use the assessment process and its conclusions to make their programs better. And we know from experience that the pressures of external standards and external professional judgments typically force more thorough and more concentrated internal review efforts. In fact, some review endeavors convince or force institutions to cut back, close down, or beef up programs, and none of these “hard decisions” seems to occur without outside pressure.

Second, we have program and accreditation reviews for the general, non-professional-education public, who do not have the knowledge or expertise to understand what is involved in teacher education and what distinguishes quality teachers and teacher education programs from others. Despite its lack of professional knowledge and expertise, however, the public does have a direct interest in knowing which new teachers are the most capable of teaching their children.

This reason for program and accreditation reviews—the need to inform the public—has three dimensions: One, because teaching requires specialized knowledge, a wide array of skills, and particular personality traits and dispositions, it is difficult even for experts to determine which people who study for careers in teaching and which programs that prepare them are good. Two, the general public, and employers of beginning teachers, because of their limited knowledge and expertise, rely on professional indicators of quality such as licensing, certification, program approval, and accreditation as indicators of competence of both teachers and teacher education programs. Three, in recent years, much of the general public as well as many educators of all types have become skeptical about how good some teachers and teacher education programs actually are, and this skepticism is especially visible concerning teachers' knowledge of the subject matter they teach. They want more convincing assurance that teachers of their children are truly capable of the task.

Therefore, professional education experts, school system employers of teachers, parents, and the public at large all use licensing, certification, program review, and accreditation standards, processes, and results as measures of quality for teachers and their preparation programs. All of these measures, taken together, serve as substitutes for more scientifically precise ways of assessing teacher capabilities.

A Matter of Professional Authority and Responsibility

The formal review of social studies teacher education programs occurs in a context of both professional authority and responsibility. Colleges and universities that prepare beginning social studies teachers for their professional careers are authorized to do so by their state teacher licensing (or certification) agencies, departments, or boards. Because of this authority, college or university faculties are allowed to educate and accept the responsibility for educating potential teachers, assessing their capabilities against state expectations, and recommending those who measure up for appropriate state licenses to teach. In effect, the state delegates the decisions about which individuals are knowledgeable, capable, and appropriately disposed enough to be social studies teachers of children in that state to the college and university faculties who educate these individuals, and it accepts their decisions as matters of professional faith. So, when faculties say beginning teachers know the subject matter of social studies well enough to teach it appropriately, state agencies accept their professional judgments as valid.

To be worthy of that professional faith, teacher education faculties must be sure that their licensing recommendations are valid, and program reviews are periodic self-assessments that build that assurance. In essence, program reviews, as well as broader accreditation reviews, address a number of overlapping questions for the faculties involved in the reviews—questions that must be addressed if teacher education faculty members are to exercise their professional authority responsibly. Some of these questions are:

- How do we know the individuals whom we recommend for licenses to teach social studies are worthy of those recommendations?
- On what bases, and with what data, do we make these recommendations?
- How do we justify our assurance to school system employers and parents that these individuals can teach their children and should be hired to do so?
- By what means do we separate those of our students whom we recommend for licenses from those whom we do not recommend? How do we justify our decisions either way?
- What can we see in prospective social studies teachers that tells us that they have the subject matter knowledge and competence to teach that content well?

Although answering these types of questions within the process of NCSS/NCATE program reviews includes outside experts and external judgments, the heart of the review processes, the real reason for doing them, is program self-study—faculty study that assures the members of the faculty themselves of the validity of their recommendations to license social studies teachers.

Preparing to Start the Review

The NCSS/NCATE Assessment Criteria Project team that developed this *Guidebook* suggests that teacher education faculty and other stakeholders prepare to begin their reviews of the subject matter components of their social studies teacher education programs by gathering pertinent documents that serve as foundations and provide rationales for what they want to accomplish and how they go about doing so. We think these documents are found both within the college or university as well as among general standards, frameworks, and policy statements that exist external to the institutions. We list examples of some of these below in the form of checklists. We believe documents such as these can serve as starting points from which to begin social studies subject matter program review processes and as guides to direct the efforts. They can serve in these ways by

1. Tying subject matter knowledge reviews to principles and assumptions that already guide, influence, and direct the programs under review;
2. Helping to define the territory that should be addressed by the review;
3. Providing foci and an orientation for the review; and
4. Enhancing the probability of consistency between the social studies subject matter components of teacher education that are being reviewed and
 - a. All parts of social studies teacher preparation beyond subject matter knowledge,
 - b. Other parallel teacher education programs in the institution, and

- c. Generally recognized, leading-edge trends and developments in social studies teacher education.

These starting-point documents should include the following:

- A. The college or university's mission statement, articulated beliefs, and objectives, such as
 - Institutional, unit, and program mission statements and statements of philosophy
 - Unit and program objectives
 - Unit and program conceptual frameworks and rationales, especially those that deal specifically with social studies
- B. State-level policies, regulations, and directives that apply to the preparation of social studies teachers, such as
 - State teacher education program approval specifications
 - State teacher licensure requirements
 - State K-12 curriculum regulations, particularly those for social studies and the subject matter disciplines within social studies
 - State-levied high school graduation requirements for social studies
- C. National social studies curriculum standards for K-12 students, including
 - *Expectations of Excellence: Curriculum Standards for Social Studies* (1994)
 - *National Standards for History* (1994)
 - *Geography for Life: National Geography Standards 1994* (1994)
 - *National Standards for Civics and Government* (1994)
 - *Voluntary National Content Standards in Economics* (1997)
 - Draft reports on standards for a high school course in psychology (1996 and 1997)
- D. National standards and specifications for teachers and teacher education, including
 - The NCSS *National Standards for Social Studies Teachers*
 - The NCSS/NCATE *Program Standards for the Initial Preparation of Teachers of Social Studies*

- The INTASC *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*
- The National Board for Professional Teaching Standards *for Social Studies-History*.

*Guidelines for
Meeting the
Standards*

The Social Studies Program Review Process

We believe the best way to organize the process of reviewing the subject matter knowledge and competence components of social studies teacher education programs is to do so around three core documents:

- The *National Standards for Social Studies Teachers*
- The *Program Standards for the Initial Preparation of Social Studies Teachers*
- This *Guidebook for Colleges and Universities Preparing Social Studies Teachers*

These three documents can serve as basic review tools, and the other documents listed above can provide the first line of supporting ideas and resource materials.

Of the three core review documents, the NCSS/NCATE *Program Standards* document is central. It supplies the matrices to be completed and these matrices address all of the NCSS content standards listed in the *National Standards* document. The *National Standards* document provides more detail and more context for each standard. This "guidelines" section of this *Guidebook* is essentially a "how-to-use-it" guide for completing the matrices, and the next ("Examples") section of this *Guidebook* provides illustrations of how other social studies faculty members have identified program evidence for use in the matrices.

As we see it, the program review process is a matter of

- Comparing program foci, objectives, activities, and results with the NCSS *National Standards*
- Identifying the matches and mismatches
- Modifying programs to eliminate the mismatches
- Completing the matrices with evidence on how each standard is being met. A document providing advice regarding completing the matrices and examples of completed matrices for each of the three types of standards is available on request from the NCSS Program Review Coordinator. Information is available on the NCSS website (www.ncss.org).
- Identifying, collecting, and cataloging supporting documentation that backs up the evidence statements so this information is available for the on-campus external team visit and possible access if a rejoinder is eventually required

■ Submitting the completed program review report to NCSS

We suggest doing this in the following steps:

Step One

Notify NCSS of your institution's intention to seek NCSS national program approval and request the appropriate up-dated directions from the NCSS Program Review Coordinator. The appropriate contact address for this is NCSS/NCATE Accreditation Process, NCSS, 3501 Newark Street NW, Washington, DC 20016; (202) 966-7840; folio-review@ncss.org. Forms are available from NCSS for this purpose. If the program review is to be part of an NCATE accreditation review, also express your institution's intention to NCATE and request the appropriate NCATE directions and guidelines. The appropriate contact for this is Coordinator for Program Reviews, NCATE, 2010 Massachusetts Avenue NW, Washington, DC 20036; (202) 466-7496.

NCSS has compiled an official list of consultants whom institutions may wish to contact for specific advice and assistance in the social studies program review process. Names and addresses can be obtained from NCSS/NCATE Accreditation Process, NCSS, 3501 Newark Street, NW, Washington, DC 20016, (202) 966-7840, folio-review@ncss.org, or from Charles B. Myers, Project Director, Standards Assessment Criteria Project, National Standards for Social Studies Teachers, Box 330, Peabody College, Vanderbilt University, Nashville, TN 37203; (615) 322-8100 (tel.); (615) 322-8999(fax); charles.b.myers@vanderbilt.edu

(Note: All steps itemized beyond this point are only for a program review of social studies subject matter knowledge and competence as assessed by the NCSS program review process. Directions and guidelines for overall NCATE unit accreditation are contained in separate documents that are available from NCATE.)

Step Two

Itemize the individual social studies licensure programs offered by your institution and match them with the NCSS standards that apply to each. (Remember, all social studies education programs are expected to meet all thematic and all programmatic standards, and programs that lead to licenses in specific disciplines are also expected to meet the standard for that specific discipline.)

Step Three

Focus on the thematic and disciplinary standards (wait until Step Five to address the programmatic standards), and assess the extent to which each program meets each standard by answering the following questions for each program in terms of each standard:

- A. Where in the program—in which courses and other student experiences—is the content of this standard provided for all students?
 - Where is it provided at a knowledge level—that is, the level at which students are expected to *know* the information?
 - Where is it provided at the ability-to-teach level?

- Where is it provided in a way that also addresses the students' dispositions to teach it well?
- What is the benchmark for success on each test? (What is required to pass?)
- What level of results is aimed for?
- How well do those recommended to the state in each license area perform on each test—in relation to each standard?

B. Where in the program is the extent to which students have learned this content *tested* in ways that results are reported for each student?

- Where is this testing on the knowledge level?
- Where is this testing on the ability-to-teach level?
- Where does this testing involve the assessing of dispositions?
- What is the benchmark for success on each test? (What is required to pass?)
- What level of results is aimed for?
- How well do those recommended to the state in each license area perform on each test—in relation to each standard?

C. Where in the program are students required to *perform* tasks that *show* that they have learned the intended content and have learned it at the appropriate level?

- Which of these performance tasks demonstrate that the students know the content?
- Which of these performance tasks demonstrate the students' ability to teach the content?
- Which of these performance tasks demonstrate positive student dispositions toward teaching that content?
- What is the benchmark for success for each performance task? (What level of performance is required to pass?)
- How well do those recommended to the state in each license area perform in relation to each standard?

Use the "Indicators of Capabilities for Teaching Social Studies" that accompany each standard in the *Program Standards* document and the "Teacher Expectations" of the *National Standards* document as items to be covered by each of the three types of evidence—programmatic, testing, and performance. Not every "indicator" or "teacher expectation" is expected to be covered in each type of evidence, but more complete and more thorough

coverage will present the strongest “preponderance of evidence,” and the NCSS program reviewers will be looking for a “preponderance of evidence” for each standard.

A special note is in order for responses to the thematic standard **● TIME, CONTINUITY, AND CHANGE**, and the disciplinary standard **■ HISTORY**. These standards do not specify specific areas of historical content to be covered. Instead, the decision of what historical content to cover is left to the subject matter faculty at the institution, but a reasonable breadth and depth of content knowledge is expected, and that content should relate directly to the historical content that the teachers in the respective licensure areas are expected to teach. Most social studies teaching experts assume that the content will include American history, European and other western history, and non-western history.

Step Four

Use the information that is gathered by answering all of the above questions to fill in all three matrix sections for each standard. Do this for each licensure program.

The “Examples” of assessment tasks described in the next section of this *Guidebook*, as well as additional examples that are available on the NCSS website, can serve as specific and precise ways of describing this program information.

It is important to note, however, that the examples of assessment tasks that are provided in this book as illustrations were not selected as “perfect” examples to be replicated. They are, instead, real examples used by college professors who use them in their own instruction. All of the examples can be improved upon in some way, and the users of this *Guidebook* are invited to critique them and send an e-mail to folio-review@ncss.org with their suggestions. The task force that developed this *Guidebook* views the developing of good assessment tasks as an open, profession-wide process of continuous learning for all of us.

Step Five

Focus on the Programmatic Standards of the NCSS *National Standards* and NCSS/NCATE *Program Standards* documents, and assess the extent to which each of these is provided for in each of your licensure programs. Because you have already completed the content standards matrices, it is likely that you have already addressed these programmatic standards rather thoroughly. Feel free to cross reference evidence you have already recorded rather than repeat it. (Note that the last of the Programmatic Standards in the NCSS *National Standards* document—General Studies—is not included in the NCSS/NCATE *Program Standards*. This is because that standard is already included in the general unit standards for NCATE accreditation reviews. We suggest, however, that this standard be addressed thoroughly in your self-study. It will need to be reported upon for NCATE unit accreditation reviews, and, for institutions seeking NCSS program approval outside of NCATE accreditation reviews, it should be reported as a twentieth standard for NCSS.)

The dominant type of evidence provided for the Programmatic Standards will, of course, be programmatic evidence. However, you might also wish to assess the extent to which students learn what you intend for them to learn in these various program elements by also including testing and performance assessments of their learning. When you do this, you will want to report it in the testing and performance evidence sections of the matrices.

Step Six

If you find at this point in the program review process that your programs are not as focused as the review criteria appear to expect, use the review process to clarify these foci and to identify precise evidence that will assure you that the programs do, in fact, prepare the knowledgeable, skilled, and appropriately disposed social studies teachers that you intend.

Step Seven

Use the information you have developed so far in this program review to assess the strengths and weaknesses of each of your licensure programs and make the modifications that eliminate the weaknesses and build on the strengths.

Step Eight

Complete final versions of the Program Review Report for submission to NCSS, making sure that it reflects all program modifications that have just been put in place. Remember, however, that what is reported must be *in place at the time that it is reported*. Plans for the future might be included to explain current situations but it is current conditions that are being assessed.

Step Nine

Identify and collect supporting documentation that backs up the evidence statements reported in the matrices. Place them in any one of three places in your program review materials: (1) Incorporate them in your descriptions of assessment tasks and evidence in the matrix statements; (2) Attach them as appendices to your Program Review Report; or (3) Gather them in your collection of exhibits that will be reviewed by your on-campus external review team.

Step Ten

Submit four copies of the completed Program Review Report, including all matrices and accompanying documentation in the form of appendices, to NCSS as indicated in the materials that were obtained in response to the institution's request for information in Step One. If this review is conducted as part of an NCATE accreditation review, the Program Review Report must be submitted at least twelve months (if the institution is seeking NCATE re-accreditation) or eighteenth months (if the institution is seeking NCATE initial accreditation) prior to when an NCATE Board of Examiners team is expected to visit campus.

NCSS program reviewers review the completed matrices and make program approval judgments twice each year, in November and April. That review process is as follows:

- Three assigned NCSS program reviewers, working as a team, assess each institution's completed matrices and documentation, program-by-program and standard-by-standard, with the intention of reaching a consensus on compliance for each program on each standard.
- After each program has been reviewed by the assigned team of reviewers on all standards, votes are taken by the review team to determine whether each program of the institution is judged to be in compliance with the NCSS Standards.

- The results of the review are submitted to the NCSS Program Review Coordinator, who writes an NCSS Response to the Program Review Report and sends it to NCATE, which transmits it to the institution and to the state office responsible for state-level program approval of teacher education programs (in the state in which the institution is located).

Step Eleven

If an institution's social studies teacher education programs are not approved by NCSS or if the approval includes significant qualifications, the institution may wish to submit a rejoinder. If a rejoinder is submitted, the institution should follow the directions specific to its situation that will be supplied by the NCSS Program Review Coordinator.

Step Twelve

A list of programs that are approved by NCSS is published nationally by NCSS and NCATE as officially designated "nationally approved programs."

3. EXAMPLES OF ASSESSMENT TASKS

The following pages of this section contain examples of assessment tasks that social studies teacher education faculty members have developed to assess the knowledge, capabilities, and dispositions of their social studies teacher education students. They are presented here as illustrations for other institutions to use as they undertake reviews of their programs. They were not selected as "perfect" examples to be replicated, but rather as "real" examples, actually used by teacher educators. Improvements can be made upon all of the examples, and users of this Guidebook are invited to critique them and send their suggestions to:

Charles B. Myers, Project Director
Standards Assessment Criteria Project
National Standards for Social Studies Teachers
Box 330, Peabody College, Vanderbilt University
Nashville, TN 37203
Phone 615-322-8100, Fax 615-322-8999
e-mail: charles.b.myers@vanderbilt.edu

All users are also invited to submit their own examples of assessment tasks to the same address so that they can be posted on the web.

The Assessment Criteria Project task force that developed this Guidebook considers the writing and critiquing of example tasks as an open, profession-wide process of continuous learning for all teacher educators. We can all work at developing assessment tasks and can improve upon each other's efforts. As we do, our individual work, as well as that of the broader profession, will be enhanced. New examples are added to that site periodically.

Each example consists of four parts:

- A classification of the example in terms of five example characteristics
- A description of the task to be completed by the students who are being assessed
- A description of the evidence that is gathered and analyzed to determine if students have learned what they are expected to learn
- A description of which data are collected and how they are catalogued in order to be available as evidence to support program reviews.

Two important cautions need to be noted about these examples:

1. No single example should be considered to be adequate, by itself, in satisfying any of the NCSS standards. Multiple tasks and measures are necessary.
2. Because these are general examples, nearly all of them do not include specific student performance data and specific results from the assessment of these performances. In their responses to NCSS standards, institutions need to add specific performance data and specific results to tasks such as these.

EXAMPLES from the NCSS/NCATE ASSESSMENT CRITERIA PROJECT

The examples that appear in this document are intended to serve two purposes:

1. To provide illustrations of assessment tasks that other teacher educators have developed and use in their teaching, and
2. To prompt those who use them to
 - a. suggest how these examples can be improved, and
 - b. submit more examples to be added to the collection.

Critiques, suggestions, and new example assessment tasks should be sent to

Charles B. Myers, Project Director
Standards Assessment Criteria Project
National Standards for Social Studies Teachers
Box 330, Peabody College
Vanderbilt University
Nashville, TN 37203
Phone 615-322-8100
Fax 615-322-8999
e-mail: charles.b.myers@vanderbilt.edu

NATURE OF EVIDENCE	STANDARDS
Programmatic	Theme
Testing	Discipline
Performance	Programmatic

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
General	Knowledge	Content course
Generic	Competencies	Course on teaching social studies
Integrative/Multiple	Dispositions	Early field experience
Single theme or single discipline	Student teaching	Exit activity

PROGRAMMATIC EXAMPLE 1

Focus: Developing lessons for each of the NCSS thematic standards

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Programmatic	All themes and all disciplines in general, but no specific standard

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Integrative/Multiple	Knowledge Competencies Dispositions	Course on teaching social studies

TASK

At the start of the course on teaching social studies, students are given the lesson planning outline below, which provides a framework for planning, designing, and discussing classroom instruction. Throughout the course, each student is required to develop ten lessons, one for each of the NCSS themes, at the appropriate level of difficulty for the age of the students she or he hopes to teach.

The lesson plan format is adapted from a lesson format developed by Apple Computer, Inc.: Apple Classrooms of Tomorrow.

Lesson Planning and Assessment

Standard(s) on Which the Lesson Focuses

- Which of the ten standards does the lesson target?

Purposes/Objectives

- What purposes and objectives does the lesson address? How does the lesson address the district, state, or national standards/objectives?

Materials/Tools (Resources)

- What materials will be needed to conduct the lesson? What hardware, software, books, resource people, and equipment will be used so students can complete the lesson?

Logistics (Time/Place/Space)

- How are time, place, and space used in the lesson to support learning activities? What is the physical site and what are the conditions under which the lesson will take place?

Relationships (Groupings, Climate, Culture)

- What are the roles of the teacher and the students? What kinds of interactions/relationships are needed for the lesson? Will students work in pairs, in groups? Is the climate open, investigative?

The Lesson

1. Motivator (Engaging the learner's attention/focus)
 - What will cause students to want to engage with the lesson?
2. Tasks (Activities)
 - What will the students be doing in the lesson? What are the instructional activities or steps necessary for students to complete their work/project?
3. Assessment(s)
 - How will student work resulting from the lesson be evaluated? How will student learning be demonstrated? How will students, teachers, parents, administrators, and others know that productive work has been accomplished and that the learning standards were reached or exceeded?

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Each of the ten lessons is evaluated according to the following rubric:

Outstanding

- All components of the lesson plan are thoroughly addressed.
- The plan addresses the theme for which it is written.
- Content and processes in the lesson plan are highly accurate and significant.
- The lesson plan is clear enough to be implemented by others.
- All lesson components are appropriate for the age of students who will experience the lesson.

Adequate

- All components of the lesson plan are addressed, although not especially thoroughly.
- The plan addresses the theme for which it is written.
- Content and processes in the lesson plan are worthy and accurate.
- The lesson plan is clear enough to be implemented by others.
- All lesson components are appropriate for the age of students who will experience the lesson.

Needs Further Development

- Only some components of the lesson plan are addressed.
- The plan addresses the theme for which it is written.
- Some of the content and processes in the lesson plan, but not all of either, are worthy and accurate.
- The lesson plan needs additional development or revision so that it can be clear and before it can be implemented by others.
- Some lesson components, but not all, are appropriate for the age of students who will experience the lesson.
- Revision is needed.

COLLECTING AND REPORTING EVIDENCE

- Assessments of each plan according to the rubric are retained and individual scores are recorded.
- Tabulations of scores for each section of the course are retained.
- Copies of several examples of student lesson plans are retained.

PROGRAMMATIC EXAMPLE 2

Focus: Social Studies Curricula

Examples of
Assessment Tasks

NATURE OF EVIDENCE	STANDARDS
Programmatic	Programmatic

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Course on teaching social studies
	Competencies	Early field experience

TASK

Pre-service teacher education candidates procure a curriculum guide for a social studies course or program taught at a K-12 grade level in local public or private schools. With the curriculum guide in hand, each pre-service candidate completes a written document analysis of the curriculum guide by applying the standards for social studies programs described in *Expectations of Excellence: Curriculum Standards for Social Studies*. Candidates determine the strengths and weaknesses of the curriculum guide in relation to four dimensions of social studies goals: knowledge, skills, values/attitudes, and social participation.

Then, each candidate determines if a coherent rationale for social studies education is evident in the curriculum document, and, if so, the extent to which that rationale represents one or more of the predominant rationales in the social studies field as articulated in Robert D. Barr, James L. Barth, and S. Samuel Shermis, *Defining the Social Studies* (Washington, DC: NCSS, 1977).

Next, the candidate analyzes the degree to which the themes articulated in *Expectations of Excellence* are actually being addressed.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Instructors of the pre-service candidates assess the quality of each written document analysis using these criteria:

- The clarity and coherence of the argument
- The effective use of documentation to support assertions
- The application of required categories within document analysis (the four dimensions of social studies goals, rationales for social studies education)
- The depth of insights and the development of grounded conclusions based upon analysis of documentary evidence.

Using the criteria noted above, the instructor tabulates the number of papers that are deemed to be of high, medium, and low quality. Copies of papers in each category are also retained for reference and displays.

COLLECTING AND REPORTING EVIDENCE

The institution seeking accreditation can summarize on an annual basis the grades achieved by students in the course in which this assessment is required and provide examples of high, medium, and low quality work in the exhibit room for reviewer examination.

PROGRAMMATIC EXAMPLE 3

Focus: Geography

NATURE OF EVIDENCE	STANDARDS	
Programmatic	● PEOPLE, PLACES, AND ENVIRONMENTS ■ GEOGRAPHY	
TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single discipline	Knowledge Competencies	Content course

TASK

All teacher education students planning to seek a license in secondary school geography major in geography. The major involves thirty semester hours of required course work that covers all of the geographic topics, skills, and teaching competencies itemized in both the NCSS theme **● PEOPLE, PLACES, AND ENVIRONMENTS**, and the list of Teacher Expectations for **■ GEOGRAPHY** of the *National Standards for Social Studies Teachers*. The geography department faculty must also judge the student's performance in the major as "worthy of being a classroom teacher" in order for the student to engage in student teaching. The judgment covers content knowledge and "demonstrated ability to teach that content."

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The geography major is outlined in the college bulletin and student handbook. Each student's progress toward completing the major is monitored by computer, and a progress report is sent to the student and his or her advisor each semester.

Syllabi for all geography courses are prepared each time a course is offered, and a copy of each is retained on file in the department office. Content of all courses is keyed to the geography ideas, skills, and competencies itemized in the *National Standards for Social Studies Teachers* document. The department chair is responsible for assuring that all topics and competencies are taught adequately during a student's thirty-hour major.

COLLECTING AND REPORTING EVIDENCE

An outline of courses that constitute the geography major, a college bulletin, a student handbook, and syllabi of all geography courses are maintained on file in the department office. Copies of student transcripts are available from the university registrar.

PROGRAMMATIC EXAMPLE 4

Focus: Civics and Government/Political Science

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Programmatic	Ⓐ POWER, AUTHORITY, AND GOVERNANCE Ⓑ CIVIC IDEALS AND PRACTICES Ⓔ CIVICS AND GOVERNMENT

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single discipline	Knowledge	Content courses

TASK

All students seeking to be recommended to teach civics or government at the middle or high school level must complete a major in political science. That major consists of the following:

Political Science Major

Required:

Pol Sci	100	(3)_____	Intro to American Government and Politics
---------	-----	----------	---

One of the Following

Pol Sci	101	(3)_____	Comparative Politics
Pol Sci	102	(3)_____	Introduction to International Politics

Two of the Following

Pol Sci	202	(3)_____	Classical Political Philosophy
Pol Sci	203	(3)_____	Modern Political Philosophy
Pol Sci	204	(3)_____	American Political Thought
Pol Sci	205	(3)_____	Modern Political Ideologies
Pol Sci	206	(3)_____	Foundations of Marxism
Pol Sci	207	(3)_____	Liberalism and Its Critics
Pol Sci	209	(3)_____	Issues in Political Theory
Pol Sci	253	(3)_____	Ethics and Public Policy
Pol Sci	208	(3)_____	Political Theory of Men, Women, and War

One of the Following

Pol Sci	210	(3)_____	West European Politics
Pol Sci	211	(3)_____	Political and Economic Integration in Europe
Pol Sci	212	(3)_____	The Soviet Political System
Pol Sci	214	(3)_____	The Japanese Political System
Pol Sci	215	(3)_____	Change in Developing Countries
Pol Sci	216	(3)_____	The Chinese Political System
Pol Sci	217	(3)_____	Latin American Politics
Pol Sci	219	(3)_____	African Politics

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Outlines of the degree requirements and the major are in the college bulletin, student handbook, and outlines for student majors, all of which are available in the Political Science Department office and the Teacher Education office. Student programs are monitored

*Examples of
Assessment Tasks*

each semester by computer and the students' academic advisor. Course syllabi are revised each semester and kept on file in the department office.

COLLECTING AND REPORTING EVIDENCE

Copies of bulletins, handbooks, course outlines, and syllabi are maintained on file in the department office. Student transcripts are available from the university registrar.

TESTING EXAMPLE 1

Focus: Subject matter knowledge for each of the NCSS thematic standards

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Testing	All themes in general, but no specific standard*

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Exit activity

TASK

All teacher education students seeking a state license to teach comprehensive social studies are required to take and pass the state required Praxis II test in Social Studies before they receive the institution's recommendation for a license.

Students who fail the test on a second try must follow an approved, individual plan of remedial course work before they attempt the test for a third time.

(Note: At the present time, only aggregate test data are available from Educational Testing Service. In the future, we hope to be able to secure item-by-item data that are matched with each of the ten NCSS themes. When these more specific data are available, we will use them both for the assessment of students and for program improvement.)

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Praxis II tests are administered each term and in the summer. Students who take the tests request that their scores be sent to our institutional teacher licensure officer, who records the scores in the office file for each potential license. If the student passes the test, it is recorded on the student's academic/professional profile.

Faculty members use the test data for program and course assessment and revision.

COLLECTING AND REPORTING EVIDENCE

All Praxis II test data are filed in the Office of Teacher Licensure and are available for review by the state program reviewers and the NCATE Board of Examiners accreditation team.

These data include all of the following:

- all individual student scores
- semester-by-semester distributions of student scores
- comparisons of these students' scores with state and national averages, ranges, and benchmarks.

* Because the Social Studies Praxis II scores are for social studies in general and are not reported for each standard, they are not considered to be sufficient evidence, by themselves, for any individual standard.

TESTING EXAMPLE 2

Focus: Each of the NCSS discipline standards

NATURE OF EVIDENCE	STANDARDS
Testing	Each of the disciplines, but not any of the theme standards*

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Exit activity

TASK

In our state, beginning teachers are licensed by specific discipline, rather than comprehensive social studies, and our institution has state-approved programs for history, economics, civics and government, and psychology. All of our teacher education students must pass the state-approved licensure test in each discipline for which they seek a license in order to be recommended by our university for the respective license(s).

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

State test scores for each of our teacher education students are reported to our teacher education program chair and dean. They are recorded in each student's departmental office file.

COLLECTING AND REPORTING EVIDENCE

Records are kept of individual student test scores as well as composite scores by discipline, by year.

The scores are tabulated to show the following:

- a. semester-by-semester distributions of scores in each discipline, and
- b. comparisons of scores with state and national averages, ranges, and benchmarks.

* These tasks track on to the NCSS discipline standards, but not on to the theme standards.

TESTING EXAMPLE 3

Focus: History

Thematic Standard: **II TIME, CONTINUITY, AND CHANGE**

Discipline Standard: **I HISTORY**

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Programmatic	II TIME, CONTINUITY, AND CHANGE
Testing	I HISTORY

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single discipline	Knowledge	Content courses

TASK

At our institution, all teacher education students seeking a license to teach secondary school history must pursue a double major in secondary education and history. In order to qualify for student teaching, they must be recommended by the history department faculty based on their academic performance in all of their history courses, including a historiography seminar, and on a comprehensive test and paper assignment in the discipline.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Each term, the academic records of the history students who have applied to student teach are reviewed by the history department faculty. The review includes the student's performance in all courses, on a comprehensive test, and in a seminar course on a selected historical area of study. The historiography seminar includes a major paper assignment, which includes assessment in terms of the criteria for historical thinking embedded in the disciplinary standard, **I HISTORY**. The faculty assess the student's academic strengths and weaknesses. Those recommended by the history faculty, as well as by the secondary education faculty, are permitted to student teach.

COLLECTING AND REPORTING EVIDENCE

Data used by the history faculty to make their decision as well as the reports of their decision are maintained in the history department archives. These data include: semester-by-semester distributions of student ratings and comparisons of those ratings to benchmarks established by the history faculty.

PERFORMANCE EXAMPLE 1

Focus: Economics

Thematic Standard: **III** PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Discipline Standard: **4** ECONOMICS

NATURE OF EVIDENCE	STANDARDS
Performance	III PRODUCTION, DISTRIBUTION, AND CONSUMPTION 4 ECONOMICS

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Performance	Knowledge Competencies	Course on teaching social studies

TASK

In a course on the teaching of social studies, social studies education students are required to select and teach to each other one or more economic concepts or principles at a level that is age appropriate and developmentally appropriate for their colleagues.

The task consists of the following activities:

1. The students examine the National Council on Economic Education's publication *Voluntary National Content Standards in Economics* (1997).
2. In a full-class group or small groups, the students discuss important economic concepts and principles and organize them in a web chart.
3. Students, working in pairs, select one or more economic concepts or principles that they will plan to teach to their fellow students.
4. Students, working in pairs, design a lesson to teach the concept(s) or principle(s) to their colleagues. The lesson should include the following elements:
 - Title (Name for the lesson).
 - Brief overview or abstract of the lesson (describe the lesson in a short paragraph).
 - Brief rationale of the lesson (justify the lesson, stating its importance for students and/or society).
 - Objectives (list what students are expected to learn as a result of the lesson).
 - List and description of instructional resources (list and describe briefly the instructional resources that will be used in teaching the lesson).
 - Assessment strategies (explain how student learning will be assessed with regard to the objectives).

- Teaching strategies (explain step-by-step how the lesson is to be taught, including information on how the lesson is to be structured and on the sequence of activities).
5. Students, in pairs, teach their lessons to their fellow students. The lesson as taught must meet these criteria:
 - The concept(s) or principle(s) taught must be taught in a manner consistent with that used by scholars in the field of economics.
 - The lesson must be taught in ways that engage students actively.
 - The lesson must be age appropriate and developmentally appropriate.
 - At least a majority of those taught must learn the concept(s) or principle(s) taught.
 6. The students who taught the lesson, in pairs, collect data important for assessing the success of their lesson, and reflect on the data and on their teaching to analyze and evaluate the lesson as designed and taught.
 7. Students in the class as a whole discuss the lesson and recommend ways of improving it.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The facets of the task that are evaluated using the criteria specified in the section that follows are:

1. The lesson plan.
2. The instruction.
3. The reflection on the lesson and proposals for improving the lesson.

Each facet of the task is evaluated in terms of a set of criteria that include at least the following elements:

1. Lesson plans
 - Everything necessary to teach the lesson is provided for.
 - Every element of the lesson plan carries out its special function.
 - Economics terminology is consistent with that used by economists.
 - Content is accurate.
 - Planned communication is clear.
 - The plan is coherent.

*Examples of
Assessment Tasks*

- The lesson as planned is economically substantive and significant.
 - The plan is age appropriate and developmentally appropriate.
2. The instruction
- The lesson engages students.
 - Concepts are presented with clarity.
 - Instruction is well organized.
 - The lesson as taught is effective in teaching the knowledge and skills specified in the objectives.
3. Reflection on the lesson
- The lesson as taught is consistent with the lesson as planned, with appropriate flexibility and adjustments to specific situations and student needs.
 - The lesson analysis is perceptive.
 - Ideas are communicated with clarity.
 - Suggestions for improving the lesson are appropriate.

Each facet of the task is assigned one of the following grades based on instructor-developed rubrics:

- A = Excellent
- B = Good
- C = Average
- D = Inadequate
- F = Poor

COLLECTING AND REPORTING EVIDENCE

Documentation of student success is based upon the evaluation of each facet of the task.

The written lesson plans are evaluated in terms of the instructor-designed rubric that is based on the evaluation criteria. The instructor tabulates the number of lesson plans that meet each level on the rubric and reports the tabulations and the letter grades that are assigned. Copies of lesson plans are also kept for reference and display.

The instruction is evaluated by the instructor, who uses a personally developed observation checklist, which includes a rubric that is based on the evaluation criteria. Individual checklists may be retained and aggregated for reports.

The reflection on the lesson is evaluated by a review of students' written reflections, whose evaluation is based on a rubric that uses the criteria listed above.

PERFORMANCE EXAMPLE 2

Focus: History

Thematic Standard: ① TIME, CONTINUITY, AND CHANGE

Discipline Standard: 1 HISTORY

Examples of
Assessment Tasks

NATURE OF EVIDENCE	STANDARDS
Performance	① TIME, CONTINUITY, AND CHANGE 1 HISTORY

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single theme or discipline	Knowledge Competencies	Course on teaching social studies

TASK

In a course on the teaching of the social studies, social studies education students are required to develop and present to their classmates an authentic performance assessment activity for a unit of their choice that would call upon junior or senior high school students to use one or more of the history thinking-skill standards that fall within the category of historical analysis and interpretation (e.g., compare and contrast, differentiate between historical facts and interpretations, considering multiple perspectives, analyze cause-effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influences of the past).

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Classmates in the course critique each student's assessment activity in terms of criteria and rubrics noted below, which are provided by the course instructor.

1. The assessment activity meets criteria for being authentic as described by E. Newmann, W. Secada, and G. Wehlage, *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring* (Madison, WI: Wisconsin Center for Educational Research, 1995)—i.e., construction of knowledge, disciplined inquiry, and value beyond school.
 - (4) Clearly meets the criterion
 - (3) Meets the criterion
 - (2) Falls short of criterion
 - (1) Clearly does not meet the criterion
2. The assessment activity assesses student competence in using one or more historical analysis and interpretation skills.
 - (4) Clearly meets the criterion
 - (3) Meets the criterion
 - (2) Falls short of criterion
 - (1) Clearly does not meet the criterion

*Examples of
Assessment Tasks*

3. The assessment activity deals with important knowledge and content pertinent to the unit for which it was designed.
 - (4) Clearly meets the criterion
 - (3) Meets the criterion
 - (2) Falls short of criterion
 - (1) Clearly does not meet the criterion
4. The assessment activity is communicated in a manner readers readily understand.
 - (4) Clearly meets the criterion
 - (3) Meets the criterion
 - (2) Falls short of criterion
 - (1) Clearly does not meet the criterion
5. The assessment activity lends itself to reliable and valid scoring.
 - (4) Clearly meets the criterion
 - (3) Meets the criterion
 - (2) Falls short of criterion
 - (1) Clearly does not meet the criterion

The instructor determines student success in this activity by collecting the students' authentic assessment plans and scoring them using the same rubric as above. Grades are assigned as follows:

- A = 19-20
- B = 15-18
- C = 12-14
- D = 10-11
- F = 0-9

COLLECTING AND REPORTING EVIDENCE

The following are kept for reference or display:

- Samples of graded assessment activities and student critiques.
- Semester-by-semester aggregations of student grades on this activity.

PERFORMANCE EXAMPLE 3

Focus: All Thematic and All Discipline Standards

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS	
Performance	All themes and all disciplines	

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Exit activity
	Competencies	
	Dispositions	

TASK

During their first semester at the university, all prospective social studies teacher education majors take a one-semester-hour orientation course. During that course, students are introduced to the ten thematic standards of National Council for the Social Studies for pre-K-12 students and teachers. Also during that course, students are informed that at the end of their senior year they will be expected to provide the faculty with a portfolio, organized according to the themes, that provides documentary evidence of their ability to perform in each of the theme areas. Students are asked to begin, even as a freshman, maintaining a collection of all artifacts from their classes or field experiences that might relate to the themes—lesson and unit plans, class projects, returned examinations, videotapes of lessons taught. Near the end of the senior year, the students compile the best of these materials into a portfolio that makes each student's best case that he or she can perform knowledgeably and effectively in each theme area.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

All social studies education portfolios are carefully examined and evaluated by a committee of three faculty members, at least one of whom is a specialist in social studies education. Where possible, another of the three is a professor representing one of the social science departments. In cases where the student is pursuing licensure in a single discipline, an effort is always made to include a professor from that department. Based on professional judgment, each theme of each portfolio receives one of the following assessments:

- Excellent Performance
- Acceptable Performance
- Unacceptable Performance

Overall acceptability of the portfolio is based, not on the numbers of themes for which performance was rated "acceptable," but on a balanced consideration of the portfolio across all themes and on how well students demonstrated knowledge and capable performances on themes considered most central to their area of licensure.

COLLECTING AND REPORTING EVIDENCE

Narrative assessments and grades assigned to the portfolios are reported in relation to each of the thematic standards and, where applicable, in relation to the corresponding single discipline standards. Aggregate results are reported in terms of the number of each year's seniors achieving each of the three ratings on each theme.

Samples of recently completed portfolios are displayed.

PERFORMANCE EXAMPLE 4

Focus: Student Teaching Performance in Terms of Social Studies Standards

NATURE OF EVIDENCE	STANDARDS	
Performance	All themes and disciplines	

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Student teaching
	Competencies	
	Dispositions	

TASK

The university requires a fifteen-week student teaching experience, which is supervised by two individuals, the cooperating teacher and a university supervisor. Both are specialists by experience and training in social studies education. The university supervisor visits, observes, and assists student teachers a minimum of ten times during the experience.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

At the end of the experience, the cooperating teacher and the university supervisor, based on their combined observations, cooperatively complete two evaluation instruments. One instrument assesses generic pedagogical aspects of teaching, and the second assesses the student teacher's performance in relation to each of the NCSS ten thematic standards. The two evaluators assess the student teacher's performance in terms of each theme on the three criteria below:

1. The frequency with which the student teacher dealt with each theme
1 (Never) to 5 (Often).
2. The effectiveness of the student teacher's instruction when dealing with each theme
1 (Ineffective) to 5 (Highly Effective).
3. The student teacher's disposition toward teaching each theme
1 (Highly Negative) to 5 (Highly Positive).

Individual student ratings at or above 4.0 on all three criteria for teaching on both instruments are expected. Ratings below 3.0 prompt serious concern, especially if they occur in thematic areas central to an individual's area of licensure. Ratings of 2.0 are considered to be unacceptable.

COLLECTING AND REPORTING EVIDENCE

The Office of Educational Field Experiences, following each semester, provides a printout with the mean evaluation scores for the three criteria under each theme for all social studies student teachers, as well as scores for the generic pedagogical aspects of teaching. Separate reports are provided for each licensure area (history, economics, etc.). The generic pedagogical data are used because they provide general information about the social studies teachers' pedagogical skills and dispositions toward teaching generally.

Mean scores are reported for each licensure area on each criterion under each theme. Also reported are mean results from items on the generic student teaching evaluation instrument, which help in a secondary way to make the institution's case that its graduates perform effectively in the classroom.

PERFORMANCE EXAMPLE 5

Focus: Observations During Field Experiences

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS	
Performance	Programmatic	
TYPE OF TASK	STANDARD ELEMENTS	LOCATION
General	Knowledge	Early field experiences
	Dispositions	Course on teaching social studies

TASK

Observation Journal for Field Experience

During the field experience associated with the course on teaching social studies, students keep a journal that helps them sort out their observations so that they can more readily see the relationships between the *what*, the *why*, and the *how* of teaching. At the end of the field experience, they have a total of fifteen journal entries. The entries represent a series of focused (and more or less chronological) observations designed to draw attention to the fundamental aspects of teaching and the place of social studies in the school curriculum. The observation assignments demonstrate to the student that observation is essential to the process of learning to teach because it provides opportunity for the recognition, identification, and analysis of knowledge level information read about and discussed in university education courses; but that unfocused observation results in information overload and the identification of few theory-research-practice links.

Observation Foci and Directions for Students

The Nature of the Adolescent In and Out of the Classroom

Watch the students. Observe them in social studies classes and in the halls between classes. Note their appearance. What do they look like? What do they wear? How do they act? What appears to interest them in class/between classes? What are the status symbols? Does there appear to be a relationship between dress and behavior and participation in class?

School Structure

Interview two of the following professionals in order to determine their roles in relation to that of the classroom social studies teacher: social studies department chair, vice principal, principal, guidance counselor, reading specialist, nurse, librarian.

Curriculum

Examine the social studies units/curriculum guides available at the school. Who had input in developing the guides? Who actually wrote the guides? (teachers, department chairs, supervisors, others?) Is there a sequence from grade to grade? Select one grade level to examine intensively. List the unit titles. What kind of information is in each unit? To what extent are the teachers in the school held accountable for teaching these units? Examine one unit carefully. What is the introductory activity? Identify one interesting developmental activity and one culminating activity. Are the disciplines (i.e., history, political science) taught in isolation or integrated?

*Examples of
Assessment Tasks*

Lesson Planning

As you observe your supervising teacher teach (without looking at the teacher's plans or notes), what do you infer to be his/her lesson plan. Include: class description (ability, "personality," reading level range, etc.), objectives, materials, motivational activity, developmental procedures, summary activity. After the lesson, verify your inferences about the plans with your supervising teacher. If you were teaching this lesson, what, if anything, would you change? Why would you make these changes?

Teaching Techniques

Where is your supervising teacher on a teaching continuum that has at one end Active, Student-Centered Instruction and at the other end Teacher-Centered Instruction? Explain your response with reference to specific teaching techniques employed in his/her classroom (i.e., lecture, guided discussion, inquiry, problem solving, projects, role playing, field trips). Where do you anticipate that you will fall on this continuum? Explain why you think so.

Questioning

Examine the questions your supervising teacher directs to students during instruction. (If questions are given orally, write them down.) Classify the questions according to Bloom's taxonomy (or some other classification system). How do the question types match the instructional goals? In a class discussion, how does your supervising teacher respond to students who give correct answers? How does he or she handle incorrect responses? How does the teacher involve students in responding/reacting to responses of others?

Small Group Instruction

Describe when and how your cooperating teacher uses small groups. How many students are typically in each group? What responsibilities (i.e., chair, recorder) are assigned to group members? What directions are given to each group? What are the criteria for the group constituency? What is the teacher's role during small group instruction? Why is a small group activity chosen over a class discussion or individual work? What are the advantages of using small groups? What are the disadvantages?

Discipline

Select an incident during which you observe your supervising teacher disciplining a student. What prompted the disciplinary action? What did the teacher do? How did the student react? What was the result? Why do you think the teacher chose this course of action? Were other courses of action possible?

Students with Special Needs

What types of students with special needs (i.e., learning disabled, disabled reader, physically handicapped, gifted and talented, disadvantaged, language varied) are in the classes you observe? What adaptations in instruction are made by your supervising teacher for these students?

Assignments

Complete one of your supervising teacher's homework assignments. How successful were you in doing the work? Why? Is the purpose of the assignment reinforcement or extension? How is the assignment used (or to be used) the next day? Would you use a similar assignment for the same reasons?

Evaluation

What tests are required by the school system? By the state? In what form are the results reported? How is this information used to aid instruction? What types of tests (i.e., essay, multiple choice) does your supervising teacher give? Why is one type chosen over another? Are all tests essentially the same format? How does your supervising teacher have his/her grade book (or spreadsheet) set up? How does he/she determine report card grades? Examine the report card used by the school. Are letter grades given for all subjects? What else besides grades is reported to students and parents via the report card? Are teachers required to report students' grades (or progress) to parents at times other than the regular report card period? Given the main purpose of social studies, how do you rate the evaluation system used?

Technology

What types of educational technology are utilized by the classroom teacher? Are computers and software readily available? How are decisions made concerning purchase of hardware, software, and other materials? Who decides which teachers receive equipment and/or software? Do the materials stay in the teacher's classroom or are they shared with other teachers? If shared, is it only with other social studies teachers? Do the kinds of materials and the quantity of materials appear to be adequate?

Standards

To what extent is the classroom teacher knowledgeable about the various social studies standards (NCSS, History, Geography, Economics, Civics and Government, State, etc.)? To what extent does she/he believe these standards will impact what is taught and/or how it is taught in her/his classroom? What outside pressures does she/he believe impact the classroom and/or affect the operation of the classroom?

Effectiveness of Social Studies Class

What about this social studies class is particularly effective? Ineffective? Do you estimate that expectations of students were high in terms of the following: gaining new knowledge, using new knowledge, and acting for the common good? What are students "really learning" in this class? Are the teacher's expectations high in the same areas as those of the students?

Your Reflections on the Field Experience and on Teaching Social Studies

What have you learned from your observations in the field setting? Reflect on these observations. What new questions do your observations and analyses raise for future consideration?

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

RUBRIC (For assessing the fifteen-part task as a whole)

Level 5 Excellent

- Entries show evidence of attention to the students, classroom, teacher behaviors, curriculum patterns, etc., as appropriate to the specific requirements of the assignment.
- Student-selected entries show evidence of thought about the school setting, the classroom, the curriculum, and teaching social studies.

*Examples of
Assessment Tasks*

- Entries reflect analysis of the school, its citizens, and their behaviors.
- Entries highlight the student's understanding of the relationship between the school setting and the social studies.
- All entries are well written (use complete sentences, good grammar, etc.).

Level 2 Satisfactory

- Entries show evidence of some attention to the students, classroom, teacher behaviors, but are not uniformly reflective about the content of the assignment.
- Entries show a superficial level of analysis of the school setting.
- Entries show that the student understands, but only at an adequate level, the relationship between the school setting and the social studies.
- All entries are relatively well written.

Level 1 Unacceptable

- Entries show little evidence that the student has paid careful attention to the school setting or to its citizens.
- There is little or no reflection about the focus of the observations.
- Entries show little or no analysis of the school setting.
- Entries show little or no indication that the student understands the relationship between the school setting and the social studies.
- All entries are not completed.
- All entries are not well written.

COLLECTING AND REPORTING EVIDENCE

A record of performance levels in terms of the rubrics is compiled each semester and resulting grades and grade distributions are provided as cumulative totals over a specified period of time (e.g., four semesters). Also, representative examples from each performance level are included in a program portfolio or exhibit.

PERFORMANCE EXAMPLE 6

Focus: Civics/Government

Thematic Standard: ❶ CIVIC IDEALS AND PRACTICES

Discipline Standard: ❷ CIVICS AND GOVERNMENT

Examples of
Assessment Tasks

NATURE OF EVIDENCE	STANDARDS
Performance	❶ CIVIC IDEALS AND PRACTICES ❷ CIVICS AND GOVERNMENT

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single theme or discipline	Knowledge Dispositions	Course on teaching social studies

TASK

Simulation Activity

THE ISLAND

Students are given ten minutes to complete the following activity. At the end of the ten minutes, they move into groups for discussion:

You are the political leader of a small country composed of several islands in the South Pacific. While your economy is primarily agricultural, one of your islands has been a nesting place for birds for centuries. It contains vast quantities of bird droppings that are a good source of fertilizer and that may also be used in the production of explosives. Some of the residents of this island have supplemented their income by selling small quantities of the fertilizer to neighboring islands. You have been approached by a major international chemical company that is interested in bringing in heavy equipment to mine the fertilizer. It also has a subsidiary that produces explosives and that has been reported to have done business with known terrorist groups. You have been offered a substantial amount of money for the rights to mine the fertilizer.

Write your answers to the following questions:

What questions must you, as this leader, answer in order to decide whether to accept the chemical company's offer? Questions that you might include in your list follow:

- What are the consequences for your own citizens if you agree to sell?
- Are there consequences beyond your borders?
- What are the ecological considerations?
- Who would benefit from your decision?
- Who would "suffer" because of your decision?
- For what reasons would you be willing to accept the chemical company's offer?
- For what reasons would you refuse?
- What would be the primary reason for your decision?
- What sources and types of information would you need to assist you in making this decision?
- What issues are involved in making this decision?
- As the leader, what would you do and what factors would most affect your decision?

At the end of ten minutes, students move into groups and attempt to reach consensus on what the leader "should" do.

After the group discussion activity, the students participate in a second discussion on the use of this type of activity as a potential high school social studies lesson in their own social studies classes when they start teaching.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Students are evaluated in terms of two separate analyses:

A. Evaluation of individual and group performance in the group activity itself:

Level 4 Excellent

- Students identify substantive questions related to economic, social, and ecological considerations such as the following:
 - Economic well-being of the country.
 - Other effects on the island and on the nation (lose part of its land area).
 - Relocation of population from that island and effect on their income.
 - Disruption of lifestyles of island residents.
 - Potential use of byproducts to support terrorism.
 - Potential opportunity for the personal profit of the leader.
- Students identify issues inherent in the leader's decisions.
- Students identify sources and types of information needed for the leader to make an informed decision.
- The explanation of the leader's choice and rationale is well thought out.
- Written answers are clearly written and are expressed in complete sentences that are mechanically correct.

Level 3 Satisfactory

- Students identify fewer and less substantive questions related to economic, social, and ecological considerations.
- Students are less thorough in identifying sources and types of information needed for the leader to make an informed decision.
- The explanation of the leader's choice and rationale is less well thought out.
- Written answers are relatively clear and are expressed in complete sentences that are mechanically correct.

Level 2 Poor

- Students identify only superficial questions related to the leader's decision.
- Students identify few and/or inappropriate sources of information.
- Students identify only a limited number of issues.

- The explanation of the leader's choice and rationale is poorly articulated.
- Written answers are not well written—not written in complete sentences, or do not use correct grammar, etc.

Level 1 Unacceptable

- There is a lack of substantive analysis of the situation.
- Students do not consider the leader's alternative choices and provide an inadequate rationale.
- Student answers are inadequate, incomplete, and/or poorly written.

B. Analysis of the discussion about the use of such a lesson in the students' own social studies classes.

Level 3 Excellent

- Students are able to analyze the activity.
- Students are able to see the potential for the use of activities such as this in their own social studies classrooms. Some examples of such considerations are as follows:
 - Students consider issues of individual/group ability in the use of this activity.
 - Students understand how the age/ability level of students would affect the analytical ability of the class. Students note appropriate opportunities and potential for the adaptation of this activity to specific classes.
 - Students describe strategies by which the instructor can push/lead students to higher level questioning/thought processes.
 - Students understand the time element in the use of such activities.
 - Students identify classroom configurations for use with this activity.
- Students are able to articulate a thorough understanding of their own/their group's performance level utilizing the above criteria.

Level 2 Satisfactory

- Students are able to analyze the activity.
- Students are able to see some of the potential for the use of activities such as this in their own social studies classrooms.
- Students are able to articulate a superficial understanding of their own/their group's performance level utilizing the above criteria.

Level 1 Unacceptable

- Students are unable to analyze the activity adequately.
- Students are not able to see the potential for the use of activities such as this in their own social studies classrooms.

*Examples of
Assessment Tasks*

- Students inadequately articulate an understanding of their own/their group's performance level utilizing the above criteria.

COLLECTING AND REPORTING EVIDENCE

A record of performance levels is compiled for each student each semester and these data are provided as a cumulative total over a specified period of time (e.g., four semesters).

PERFORMANCE EXAMPLE 7

Focus: Teaching Unit Based on Any of the NCSS Student Standards

Thematic Standard: Any

Discipline Standard: Any

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Performance	Theme (All) Discipline (All)

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Integrated/Multiple	Knowledge Competencies	Course on teaching social studies

TASK

Students Develop and Teach a Social Studies Unit

During a course on the teaching of social studies and its related field experience, which are taken the semester prior to student teaching, students develop and teach an age-appropriate unit on several concepts that are consistent with one or more of the themes of the NCSS standards for students. What constitutes a good unit of instruction is a primary instructional focus of the course. The unit is developed during the first half of the course and is taught during the students' three-afternoons-a-week field experience in a local school.

The units are expected to consist of five to seven lessons, all of which develop a common concept that is directly related to one or more of the ten themes spelled out in the NCSS student standards. The unit contains

- A rationale,
- Goals,
- Individual lessons,
- A bibliography, and
- An appendix.

Each lesson contains

- Focus questions,
- An approach section detailing how the lesson will begin,
- A list of the materials needed to teach the lesson,
- A detailed list of the procedures for teaching the lesson, and
- Evaluation activities related to the lesson.

Samples of high quality units from previous semester courses are included in the required book of readings and are also available as computer files.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Criteria for Assessment:

Rubric

Outstanding = O

Satisfactory = S

Unsatisfactory = U

- All components are present and fully developed. **O**
- All components are present, but some are less than fully developed. **S**
- Some components are either significantly underdeveloped or missing entirely. **U**

Unit Goals Page

- The unit goals include main ideas, skills, concepts, etc., properly categorized and clearly stated. **O**
- The unit goals include main ideas, skills, concepts, etc., but with some confusion in regard to proper categorization. **S**
- The unit goals are either missing or confused. **U**

Focus Questions

- Focus questions listed are consistent with the main ideas of the unit and are consistent with the lessons they precede. **O**
- Focus questions are not fully consistent with the main ideas of the unit and/or are not consistent with the lesson that follows. **S**
- Focus questions are either missing or are not consistent with the lessons that follow and/or the main ideas of the unit. **U**

Materials List

- Materials lists are comprehensive and specific (e.g., specific titles and page numbers are referenced, items are keyed to specific items in the appendix). **O**
- Materials lists sometimes omit important items or detail (e.g., specific titles and page numbers are missing). **S**
- Materials lists often lack important detail and/or do not demonstrate an understanding of what was being discussed in class. **U**

Procedures

- Procedures are clear and detailed to the point that another person could teach the lesson using just the plan. The procedures selected demonstrate the application of approaches discussed in class and in general include a variety of learning activities across the five to seven lessons. **O**

- Procedures are generally clear with occasional areas of missing data, so that someone else teaching the lesson would have to invent what to do. The procedures selected demonstrate a limited application of approaches discussed in class. **S**
- Lessons draw upon a limited variety of approaches. Procedures sections often lack important detail and/or do not demonstrate an understanding of what was being discussed in class. Lesson variety is missing to the point that lessons seem very much the same. **U**

Content

- Overall, the history/social science content of the unit is accurate and current. **O**
- With few exceptions, the history/social science content of the unit is accurate and current. **S**
- The history/social science content of the unit is often inadequate, inaccurate, or out of date. **U**

Evaluation

- The evaluation section contains clear statements that indicate what students will do and that they have learned the main ideas, concepts, and skills of the lesson. **O**
- Statements in the evaluation section are sometimes not consistent with the main ideas of the lesson and/or do not indicate what students will learn. For example, they might focus on processes such as "students will pay attention" or "we will observe if students participate in the discussion," without looking for learning in terms of the content of the discussion. **S**
- The evaluation section is either missing or so vaguely stated that the teacher would have little idea of whether he/she succeeded in teaching students the main ideas of the lesson. **U**

Appendix

- All handouts, designs for transparencies, rules for games, and other pertinent materials are either in the lesson or referenced and keyed to items included in the Appendix. **O**
- Items in the Appendix are not complete or not clearly identified in terms of the lesson to which they correlate. **S**
- Appendix items are either missing or not clearly keyed to specific lessons. **U**

- The bibliography contains the appropriate type and amount of a variety of print and media resources categorized by whether they are intended for the teacher or students. References include full citations, and each is briefly annotated. **O**
- The bibliography contains a limited variety of materials, some of which are annotated. **S**
- Items in the bibliography are not complete, demonstrate virtually no variety and/or are not divided by category (student, teacher), and/or are not annotated. **U**

Overall Evaluation

- Overall quality of the unit is excellent. It is very teachable, and demonstrates at a high level the ideas being discussed in class. **O**
- Overall quality of the unit is good. It is interesting and teachable, and demonstrates a grasp of what is being discussed in class, but it lacks the polish of the "A" unit. **S**
- Overall quality of the unit is marginal, weak, or incomplete. It could be taught only by the person who designed it because so much important detail is missing. While the unit has potential, it is not a convincing demonstration of the ideas and principles discussed in class. **U**

Completion of this assignment at least at the satisfactory level is a requirement for passing the course, which in turn must be passed with a grade of C or higher before the student is allowed to student teach.

Based on the instructor's composite evaluation of the unit in terms of each of the above criteria, grades are assigned as follows:

- A = Excellent
- B = Good
- C = Average
- D = Inadequate
- F = Poor

COLLECTING AND REPORTING EVIDENCE

Grade distributions for students in all classes are tabulated and identified in terms of the specific NCSS standards that are addressed. All of these data are then maintained in a file. Copies of sample units for each quality level are kept in an archival collection.

PERFORMANCE EXAMPLE 8

Focus: History, Use of the Internet

Thematic Standard: ① TIME, CONTINUITY, AND CHANGE

Discipline Standard: 1 HISTORY

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS	
Performance	① TIME, CONTINUITY, AND CHANGE	
	1 HISTORY	
TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single Theme/Discipline	Knowledge	Content course
	Competencies	

TASK

The Internet as a Source of Historical Data

Students choose a topic typically found in high school history courses. Then they use the Internet to identify a wide range of resources pertaining to their topic, and formulate a set of historical questions that are relevant to the topic and that would be appropriate for use in a high school history course.

Using the resources they have located, the students prepare a report that organizes the resources, evaluates each in terms of its historical accuracy, and identifies gaps in the coverage as related to the topic. Then, they show the extent to which the historical questions can be answered by the materials.

Students conclude their reports with an evaluation of the Internet as a source of historical data, comparing it to the more traditional sources used by historians.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Reports are judged using the following criteria:

- The extent to which the topic is employed in typical high school history courses.
- The extent to which electronic resources are used as a basis for the report.
- The extent to which resources are logically organized and evaluated.
- The extent to which gaps in coverage of the topic are identified and described.
- The extent to which historical questions that can be answered by the materials are identified.
- The clarity and quality of the evaluation of the Internet as a source of historical data when compared to more traditional sources.

*Examples of
Assessment Tasks*

This assignment is given a letter grade. Grades are assigned as follows:

- A = Excellent
- B = Good
- C = Average
- D = Inadequate
- F = Poor

COLLECTING AND REPORTING EVIDENCE

Copies of sample student work are kept on file. Grade distributions for both this assignment and the course are retained in the departmental office.

PERFORMANCE EXAMPLE 9

Focus: First Amendment Rights

Thematic Standard: **Ⓐ POWER, AUTHORITY, AND GOVERNANCE**

Discipline Standard: **E CIVICS AND GOVERNMENT**

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Performance	Ⓐ POWER, AUTHORITY, AND GOVERNANCE E CIVICS AND GOVERNMENT

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Integrated/Multiple	Knowledge	Course on teaching social studies
	Dispositions	
	Competencies	Early field experience

TASK

Students Develop and Teach a Unit about First Amendment Rights

In a course on the teaching of social studies or an early field experience course, prospective social studies teachers, individually or in pairs, design a simulation unit on a controversial issue about first amendment rights in the schools. They then teach it in a practicum classroom.

Sample issues for the simulation might include the following:

- Should hate speech be permitted in the public schools, within curriculum materials or library resources?
- Should limitations on access to information available in electronic form be imposed in school settings?
- Should the content of school publications authored by students be subject to regulation by school authorities?

In developing the unit, the students identify:

- A list of student learning objectives,
- A rationale that explains how the instructional strategy, the unit learning objectives, and the content illustrate the NCSS theme of **Ⓐ POWER, AUTHORITY, AND GOVERNANCE**,
- A description of the simulation scenario,
- Role descriptions for simulation participants,
- Procedures for implementing and debriefing the simulation.

*Examples of
Assessment Tasks*

- Evaluation tasks to assess student learning resulting from participation in the simulation, and
- A bibliography of resources.

When the unit is fully developed, the student or student pairs who developed it teach it to a high school social studies class in a practicum setting. They maintain a reflective journal throughout the planning and implementation process. When the teaching of the unit is completed, the student or student pairs debrief the experience in a discussion with the instructor. The journal, then, becomes the basis for student and instructor analyses and evaluation of the activity, as well as evidence of how the NCSS standards on **POWER, AUTHORITY, AND GOVERNANCE**, and **CIVIC IDEALS AND PRACTICES** are included in the teacher education program.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The instructor evaluates the simulation design and unit plan, as well as the quality of the teaching, using the criteria noted below.

The instructor employs the following criteria when evaluating the planning and teaching of the units:

- Accuracy of content utilized in resources and simulation design.
- Clarity of written content in simulation organization and design.
- Understanding of learning strategies compatible with public issues curricula.⁹

The instructor also uses the following criteria to evaluate the teaching of the plan:

- Organization of the activity as a whole and the degree to which an appropriate context is established for the simulation.
- Sensitivity of the pre-service candidate to varied learner characteristics during implementation of the simulation.
- Pacing of the simulation activity to achieve learning objectives.
- Effectiveness of questioning and discussion leadership in debriefing of the simulation.

⁹ For such strategies, see the NCSS publication edited by Ronald W. Evans and David W. Saxe, *Handbook on Teaching Social Issues* (Washington, DC: National Council for the Social Studies, 1996).

COLLECTING AND REPORTING EVIDENCE

The institution seeking accreditation provides annual summaries of grades achieved on this task, along with criteria utilized to distinguish high, medium, and low level achievement on the assessment. Samples of high, medium, and low level quality products are available in the exhibit room for reviewer examination.

The instructor tabulates the number of simulation designs and unit plans that are deemed acceptable and unacceptable. Copies of simulation designs and unit plans are retained for reference and display.

*Examples of
Assessment Tasks*

PERFORMANCE EXAMPLE 10

Focus: Impact of Science on Society

Thematic Standards: **SCIENCE, TECHNOLOGY, AND SOCIETY; TIME, CONTINUITY, AND CHANGE**

Discipline Standard: **HISTORY**

NATURE OF EVIDENCE	STANDARDS
Performance	SCIENCE, TECHNOLOGY, AND SOCIETY TIME, CONTINUITY, AND CHANGE HISTORY

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single theme and discipline	Knowledge Competencies	Content course

TASK

Students select one of the technologies from the following list and prepare a paper that describes the impact that the technology has had on human society and/or on the physical world. The paper should explore the difference between those impacts that were anticipated and those that were unanticipated, i.e., "surprise effects." The paper should also discuss the ripple effects resulting from the invention of the technology. Students should consult and cite multiple resources.

Technologies from which to select:

- Cellular phone
- Jet engine
- Satellites
- Ability to clone life
- Nuclear power
- Artificial organs
- Performance enhancing drugs
- Electric starters for automobiles
- Hybrid seeds
- DDT
- Gunpowder
- Stirrups
- RADAR
- Television

Other technologies may be selected with the permission of the instructor.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Examples of Assessment Tasks

Papers are graded by the course instructor using the following criteria:

- The extent to which the paper demonstrates a clear understanding of the technology.
- The extent to which the impacts of the technology, both social and physical, are explored.
- The extent to which both intended and unexpected consequences are discussed.
- The extent to which the ripple effect of the technology is discussed.
- The quality of the reasoning used in the paper.
- The extent to which the paper is consistent with the sources cited.
- Use and citation of a wide range of resources.
- Use of accepted conventions of historical writing and source citation.

Grades are assigned based on all criteria as follows:

- A = Excellent
- B = Good
- C = Adequate
- D = Inadequate
- F = Unacceptable

Students submitting papers that receive grades of D or F must revise and resubmit their papers until they are judged as satisfactory.

COLLECTING AND REPORTING EVIDENCE

Grade distributions on this assignment for the past four semesters are maintained. Examples of passing and failing papers are kept in departmental archives.

PERFORMANCE EXAMPLE 11

Focus: Multimedia Project on Any High School Social Studies Topic

Thematic Standard: Any

Discipline Standard: Any

NATURE OF EVIDENCE	STANDARDS
Performance	Any

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Integrative/Multiple	Knowledge Competencies	Course on teaching social studies

TASK

During the course on teaching secondary social studies, which all students must take just prior to student teaching, each student is required to complete a multimedia development project based upon the following assignment:

Multimedia Project

Early in the semester, students select a topic for their multimedia project. (Narrow topics seem to work best, e.g., Transportation in Virginia in the early 1800s, Technology that Changed the Civil War, Checks and Balances in the Federal System, The Building of the Transcontinental Railroad, Forms of Renewable Energy, The Lewis and Clark Expedition.)

After approval of their topic by the instructor, students develop a content outline for their project. Once the content outline is approved, a storyboard is developed showing each scene that will be included in the stack. Storyboard approval is followed by formatting the data using software such as Hyperstudio, Hypercard, or Super Link. Since stacks typically run from 75 to 125 cards, "controller stacks" should be employed, with individual stacks kept to ten or fewer cards. When complete, a copy of the stacks is placed in the instructor's electronic drop-box and a duplicate is submitted on a set of 3.5" floppy disks, along with the storyboard.

Time permitting, several projects are shown in class using computer/video projector technology. In addition, all acceptable projects are placed in an electronic download folder so that other students may copy them.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Stacks are assessed on the basis of their content accuracy, originality, the extent to which they take advantage of the multimedia format, workability/user friendliness, and overall polish (spelling, aesthetic appeal, etc.).

Level of Acceptable Performance:

Grades assigned are

A = Excellent

B = Good

C = Adequate

D = Inadequate

F = Unacceptable

Projects judged to be unacceptable based on the criteria stated above are assigned a D or F grade and are not made available for other students to copy from the electronic bulletin board on which all acceptable projects are placed. This project accounts for 25% of the total course grade. In order to qualify for student teaching, students must pass the course with at least a grade of C.

COLLECTING AND REPORTING EVIDENCE

Grades for individual students and grade distributions for each class are retained and catalogued in terms of the NCSS standards that are addressed. Copies of sample student projects that are evaluated at each grading level are retained for review.

PERFORMANCE EXAMPLE 12

Focus: History

Thematic Standard: ❶ TIME, CONTINUITY, AND CHANGE

Discipline Standard: 1 HISTORY

NATURE OF EVIDENCE	STANDARDS
Performance	❶ TIME, CONTINUITY, AND CHANGE 1 HISTORY

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Integrative/Multiple	Knowledge Competencies Dispositions	Course on teaching social studies

TASK

Each student is asked to create the materials that would be used in an introductory history lesson which would serve as an overview of United States history. The students use a lesson plan format that they have analyzed and discussed in an earlier assignment.

Each student:

- collects news articles that require a knowledge of history for full understanding,
- develops a one-page typed summary of the major eras of United States history that provides a general overview of each era and how each era relates to the next,
- creates a timeline,
- creates major era heading cards,
- collects "anchor pictures"—the most famous or most memorable representation(s) of an era, and
- collects additional "detail pictures" to add pictorial depth to each era,
- creates an original Hyper Studio stack—a few cards, one per era—scanning in the "anchor pictures" and a brief text to describe the era and its relationship to the next era.

As a class, the students develop a single "model" set of the materials to support the lesson. They determine which news articles are the best examples of those requiring historical knowledge for greater understanding, which eras to include on the timeline, which anchor pictures best represent each era, which detail pictures provide the most accurate and "quick overview," what text to include in the one-page summary, and which cards to select for the model Hyper Studio stack.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

*Examples of
Assessment Tasks*

Each individual's work is evaluated according to criteria and a grading rubric that are student-developed.

Criteria could include the following:

- Significance of the eras selected.
- Qualities reflected in era names, the one-page text describing the era, and the pictures selected to represent the era.
- Representativeness of materials selected for each era.
- Accuracy.
- Bias.
- Representation of multiple perspectives through detail pictures.
- Clarity and accuracy of written report.
- Links between news articles selected and historical understanding.

A rubric for each part of the assignment draws on the criteria and is developed by the students to describe products that are graded as follows:

- A = Excellent
- B = Good
- C = Adequate
- D = Inadequate
- F = Unacceptable

COLLECTING AND REPORTING EVIDENCE

Individual student evaluations and grade distributions for each class are retained. Copies of sample student projects that are evaluated at each grading level are retained for review.

MULTIPLE TYPES OF EVIDENCE EXAMPLE 1

Focus: History

Thematic Standard: ① TIME, CONTINUITY, AND CHANGE

Discipline Standard: 1 HISTORY

NATURE OF EVIDENCE	STANDARDS
Programmatic	① TIME, CONTINUITY, AND CHANGE
Performance	1 HISTORY

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Single theme or discipline	Knowledge	Content course

TASK

Students seeking licensure in history take a required capstone history seminar in which they:

- Discuss as a full group basic historical information concerning:
 - The Glorious Revolution in England
 - The American Revolution
 - The French Revolution
 - The Bolshevik Revolution
- Individually write a paper in which they:
 - Compare and contrast the four revolutions and the events and governmental structures that came into being following each of them; and
 - Hypothesize, with appropriate support, why each revolution had such different results.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The individual student papers are assessed in terms of the following:

- Accuracy, breadth, and depth of understanding of the content.
- Appropriateness of the hypotheses proposed.
- Strength and clarity of support for the hypotheses.
- Quality of writing.

Responses are assessed in terms of the following rubric categories:

- A = Excellent
- B = Good
- C = Adequate
- D = Inadequate
- F = Unacceptable

COLLECTING AND REPORTING EVIDENCE

*Examples of
Assessment Tasks*

The instructor keeps (1) sample copies of student papers and (2) tabulations of the grades assigned to the papers for each class.

The following data are retained:

- Descriptions of the classes in which the paper is assigned.
- Tabulations of grades assigned to the papers for each class.
- Copies of several student papers.

MULTIPLE TYPES OF EVIDENCE EXAMPLE 2

Focus: Culture and Cultural Diversity

Thematic Standard: ① CULTURE

NATURE OF EVIDENCE	STANDARDS
Programmatic Testing	① CULTURE

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Content course

TASK

At the appropriate time in an interdisciplinary social science course that is required of all social studies teacher education students, students are able to explain in their own words and give examples of the concepts of culture and cultural diversity.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

Individual oral or written responses are evaluated using the following criteria:

- Evidence of a thorough understanding of the concept.
- Appropriateness of the examples.
- Accuracy of the explanation.
- Clarity of the explanation.

Responses for each of the two concepts are assessed separately and evaluated in terms of the following categories:

- A = Excellent
- B = Good
- C = Adequate
- D = Inadequate
- F = Unacceptable

COLLECTING AND REPORTING EVIDENCE

The instructor keeps (1) sample copies of the assessments that are administered and (2) tabulations of the grades on these assessments for each class in which the assessments are included.

The following data are retained:

- Descriptions of the classes in which the assessment is included.
- Tabulations of grades on the assessment for all students in each class.
- Copies of several written responses by students.

MULTIPLE TYPES OF EVIDENCE EXAMPLE 3

Focus: Unit of Study on Any High School Social Studies Topic

Thematic Standard: All Thematic Standards

Discipline Standard: All Discipline Standards

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Programmatic	Theme (All)
Performance	Discipline (All)

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
General	Knowledge	Course on teaching social studies
Generic	Competencies	
Integrative/Multiple	Dispositions	

TASK

During a course on the teaching of social studies, students prepare a unit of study based on the national social studies standards for students. The unit should be for at least two weeks of instruction. Students select a grade level or course to target and should also examine state and district documents in the location where they plan to student teach in order to select the content to cover. The activity includes gathering information from multiple sources, arranging data into organized and teachable lessons, designing classroom assessments and lesson plans, and creating a variety of teaching materials.

Requirements for Unit of Study

- Cover page with title and targeted grade level or course.
- Brief overview and rationale for the unit.
- List of unit goals based on performance expectations taken from national social studies standards for students and state or local curricula.
- Lists of concepts, skills, and dispositions to be addressed.
- Lesson plans presented in order and including:
 - Lesson objectives that align with unit goals.
 - Formative and summative assessments placed appropriately (testing, observation, and performance types included).
 - Materials needed.
 - Activities and procedures to be pursued.
 - Accommodations for students with special needs.
 - Opportunities to integrate with other subjects.

*Examples of
Assessment Tasks*

- At least one activity that includes active citizenship participation.
- Annotations of a variety of appropriate student resources, including web sites, resource literature, magazine articles, and videos.
- Bibliography.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The requirements serve as scoring criteria for the unit of study. Instructors give various weights to different components, use the list of requirements as a checklist, and/or create a rubric for holistic scoring.

Units are assigned grades as follows:

- A = Excellent
- B = Good
- C = Adequate
- D = Inadequate
- F = Poor

COLLECTING AND REPORTING EVIDENCE

Grades on the units are kept for each class. Records are kept for each student. These include a list of which NCSS standards each student's work addressed and how well each student addressed each standard. Copies of the better units are copied and maintained in an archive-type collection.

MULTIPLE TYPES OF EVIDENCE EXAMPLE 4

Focus: Economics

Thematic Standard: **26** PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Discipline Standard: **4** ECONOMICS

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Programmatic	26 PRODUCTION, DISTRIBUTION, AND CONSUMPTION
Testing	4 ECONOMICS
Performance	

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Content course
	Dispositions	

TASK

Students examine a chart of stock market movements over a one-year period, using selected indicators. They identify the highest and lowest points on the chart and research national and international economic, political, and social events occurring at those two times. Then, they write a paper proposing possible cause and effect relationships between the stock market and events of the day. They explain why they identified the relationships they noted and support their inferences with specific pieces of evidence.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The papers are evaluated based on the following criteria:

- The student correctly interprets stock market peaks and low points over a year's time.
- The student uses appropriate resources to complete the research component.
- The student cites ample data to support his/her propositions.
- The student presents arguments and supporting data in a convincing manner.
- The student writes well and clearly and uses correct grammar and appropriate style for the report.
- The paper reflects accurate, broad, and deep understandings of the content.
- The hypotheses proposed are appropriate and well supported.

COLLECTING AND REPORTING EVIDENCE

The following data are gathered and maintained in an archive-type collection:

- Tabulations of grades on the assessment for each class.
- Copies of several student written responses.

MULTIPLE TYPES OF EVIDENCE EXAMPLE 5

Focus: History

Thematic Standard: ① TIME, CONTINUITY, AND CHANGE

Discipline Standard: 1 HISTORY

NATURE OF EVIDENCE	STANDARDS	
Programmatic	① TIME, CONTINUITY, AND CHANGE	
Performance	1 HISTORY	
TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge	Course on teaching social studies
	Dispositions	History course

TASK

As part of a course on history or the teaching of social studies, students create a researched history of an event or person. The history must be based upon multiple sources and include an analysis of differing interpretations. The written product must contain a timeline, an examination of multiple causation or influences, and the cultural and social context(s) of the event or person, as well as the "story" itself.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The papers are evaluated based on the following criteria:

- Students use appropriate, multiple, and varied sources for research.
- Students create a thorough and well-developed history of a person or event.
- Students include a well-organized and accurate timeline, noting variation among sources regarding dates.
- Students report multiple causation or influences related to important events or turning points, and they support each.
- Students include descriptions of the cultural and social context(s) and their effects.
- Papers are well and clearly written.
- The paper reflects accurate, broad, and deep understanding of the content.
- The hypotheses proposed are appropriate and well supported.

COLLECTING AND REPORTING EVIDENCE

The following data are gathered, reported, and maintained in an archive-type collection:

- Tabulations of grades on the assessment for each class.
- Copies of several student-written responses.

74

MULTIPLE TYPES OF EVIDENCE EXAMPLE 6

Focus: School Policies Concerning Student Behavior

Thematic Standard: ❶ CIVIC IDEALS AND PRACTICES

Discipline Standard: ❶ CIVICS AND GOVERNMENT

*Examples of
Assessment Tasks*

NATURE OF EVIDENCE	STANDARDS
Programmatic	❶ CIVIC IDEALS AND PRACTICES
Performance	❶ CIVICS AND GOVERNMENT

TYPE OF TASK	STANDARD ELEMENTS	LOCATION
Generic	Knowledge Dispositions	Early field experience

TASK

As an assignment in an early field experience, students are asked to examine district, school, and classroom policies, identifying several that are intended to directly limit or influence student behavior (e.g., students may not ride any bus other than the one assigned without parental and school permission; students must be acknowledged before speaking).

Then, students write scenarios in which examples of unacceptable behavior are portrayed. Using the scenarios as pre-reading material, students develop effective questions and interview K-12 students to determine whether they understand that the behaviors are not allowed by policy rather than law; whether they can distinguish among classroom, school, and district policies; whether they can distinguish between policies and why; and whether they make the connection between adhering to the policies and furthering the common good.

University students analyze and describe their findings and prepare a class presentation to share their findings with others.

EVIDENCE OF SUCCESS: CRITERIA, DATA COLLECTION, AND ANALYSIS

The student work is evaluated based on the following criteria:

- Accuracy, breadth, and depth of understanding of the assignment and of the civic content that is involved in the study.
- Appropriateness and general quality of the scenarios, interview questions, analyses, and class presentations.
- Clarity and quality of writing.
- Clarity and quality of class presentation.

*Examples of
Assessment Tasks*

COLLECTING AND REPORTING EVIDENCE

The instructor keeps

- sample copies of the student work,
- copies of the assessments that are administered, and
- tabulations of the grades on these assessments for each class.

Appendix

New Standards for the Preparation of History Teachers

Charles B. Myers*

Two recently developed sets of new standards—the NCSS *National Standards for Social Studies Teachers* and the NCSS/NCATE *Program Standards for the Initial Preparation of Social Studies Teachers*—for the preparation of history and social studies teachers for secondary, middle, and elementary schools are expected to raise the level of history content knowledge and understanding of beginning teachers in the years ahead.¹ The standards were developed in 1997 by the National Council for the Social Studies (NCSS) and the National Council for Accreditation of Teacher Education (NCATE). Both sets of standards are being used, effective March 1999, by NCATE to assess teacher education programs at NCATE-accredited colleges and universities and by most states as they revise and upgrade their state-level standards for the licensing of new teachers and for the approval of college programs that prepare them.

Both documents are available from either the NCSS or NCATE or their World Wide Web sites—www.ncss.org or www.ncate.org.

This report describes the standards, their development, intended purpose, and underlying rationale; sketches the contexts in which they have evolved and are expected to be used; and suggests how teacher preparation program faculty, especially history faculty, might respond to them.

At the outset, however, I should note three contextual factors that might help the understanding of the report. Although this report is written with historians and history teachers in mind, the standards that are described also apply to the preparation of new teachers of comprehensive social studies, geography, civics and government, economics, and psychology. Standards parallel to these are also being evolved for mathematics, science, English, and other subject areas. Although these standards focus most directly on the education of secondary and middle school teachers, they also impinge upon the preparation of elementary teachers.

Purpose of the New Standards

Both sets of standards are substantially different from those that they have replaced and both are more demanding of college teacher preparation programs. They were developed by NCSS and NCATE for the express purpose of ensuring that future beginning teachers of history, comprehensive social studies, geography, civics and government, economics, and psychology understand their subject matter, are able to teach it well, and have positive dispositions toward doing so. Both organizations recognize that their previous standards did

* This article by the Project Director of the NCSS/NCATE Assessment Criteria Project appeared in *Perspectives*, the newsletter of the American Historical Association, vol. 37, no. 5, May 1999, and is reprinted here with minor revisions.

not emphasize content knowledge enough and these new standards are intended to address those weaknesses. The two sets of standards are virtual mirror images of each other and tie directly into the following: the NCATE teacher education accreditation process, state standards for licensing (certifying) new teachers, nationally administered tests for prospective teachers, and parallel standards-setting efforts of the Interstate New Teacher Assessment and Support Consortium (INTASC) of the Council of Chief State School Officers and the National Board for Professional Teaching Standards (NBPTS).

The New Standards

The NCSS *National Standards for Social Studies Teachers* lists 20 standards. Fifteen of these specify areas of content that NCSS believes individuals recommended by colleges and universities for state licenses to teach should know and be able to teach. The last five standards, labeled "programmatic standards," itemize institutional conditions and resources that NCSS believes institutions should provide in their teacher preparation programs.

The 15 standards that specify areas of content that prospective teachers should know and be able to teach are not as prescriptive as either previous NCSS subject matter standards or current parallel standards in other subject matter areas—such as English, for example. They do not prescribe specific courses or require a minimum of courses, credits, or hours of practice teaching. Instead, they expect an institution to define and describe each of its programs that leads to a teaching license and to be able to demonstrate to the satisfaction of external reviewers that their approach and requirements fulfill NCSS and NCATE expectations.

The standards recognize that different institutions prepare prospective teachers for different licenses to teach—for individual disciplines, comprehensive social studies, or a combination of both—and, therefore, institutions are expected to address the 20 standards somewhat differentially across their various programs depending on the teaching license for which each program is intended. The first 10 standards, called "thematic standards," and the 5 "programmatic standards" apply to all programs that lead to licenses to teach history, comprehensive social studies, geography, civics and government, economics, and psychology (see Box 1 for the ten thematic standards and Box 2 for the five programmatic standards). Each of the five discipline standards—history, geography, civics and government, economics, and psychology—applies only to programs that lead to licenses in its specific area of content. So, programs that lead to licenses in history must meet the ten thematic standards, the history standard, and the five programmatic standards; while programs that lead to licenses in comprehensive social studies without an emphasis in a specific discipline are not required to meet a discipline standard—they must meet only the ten thematic and five programmatic standards. The same principle that applies for history licenses also applies for the other single disciplines.

The 10 thematic standards include some that focus on discipline-oriented clusters of concepts as well as several others that cut across disciplines. The second thematic standard, **1 TIME, CONTINUITY, AND CHANGE**, for example, is based in history.

Box 1

The Ten Thematic Standards of the NCSS Document, *National Standards for Social Studies Teachers*

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of

- ❶ CULTURE AND CULTURAL DIVERSITY
- ❷ TIME, CONTINUITY, AND CHANGE
- ❸ PEOPLE, PLACES, AND ENVIRONMENT
- ❹ INDIVIDUAL DEVELOPMENT AND IDENTITY
- ❺ INDIVIDUALS, GROUPS, AND INSTITUTIONS
- ❻ POWER, AUTHORITY, AND GOVERNANCE
- ❼ PRODUCTION, DISTRIBUTION, AND CONSUMPTION
- ❽ SCIENCE, TECHNOLOGY, AND SOCIETY
- ❾ GLOBAL CONNECTIONS
- ❿ CIVIC IDEALS AND PRACTICES

Box 2

The Five NCSS Programmatic Standards

1. Course or Courses on Teaching Social Studies

Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

2. Clinical School Experiences in Social Studies Settings

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete multiple clinical experiences (including observations and practice in schools and student teaching) that begin early in a student's professional program and culminate in an integrative capstone of a substantial amount of time and that are closely supervised by qualified professionals.

3. Qualified Faculty

Institutions preparing social studies teachers should provide faculty in all components of the program who are recognized as exemplary teachers and as scholars in their fields of specialization.

4. Substantial Instruction in Academic Areas within the Social Studies Field

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include U.S. history, world history (including both Western and non-Western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.

5. General Studies

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete, in addition to professional and major courses, general arts and science courses that reach across several areas of study, including language arts, humanities, languages, mathematics, physical sciences, and technology.

The History Standard

The first discipline standard is the one for history. It is given below in its complete form.²

HISTORY

Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Learner Expectations

The study of history allows learners to understand their place in time and location. The knowledge base of historical content drawn from U.S. and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based. Historical understandings define what learners should know about the history of their nation and of the world. These understandings are drawn from the record of human aspirations, strivings, accomplishments, and failures in at least five spheres of human activity: the social, political, scientific/technological, economic, and cultural (philosophical/religious/aesthetic). They also provide learners the historical perspectives necessary to analyze contemporary issues and problems confronting citizens today.

Teacher Expectations

Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in timelines; and can compare alternative models for periodization;
- enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage; identify the central question(s) addressed in historical narrative; draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;
- guide learners in practicing skills of historical analysis and interpretation, such as those that enable learners to compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;

- assist learners in acquiring knowledge of historical content in U.S. history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

School Applications

In focusing on the discipline of history, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

Teachers of the early grades can provide learners with experiences that give them a sense of their own roots and of their connections with others and with the past. Learners can have the opportunity to begin to develop the skills of historical thinking that will enable them to differentiate past, present, and future time, and to raise questions and to seek answers from historical stories and records from the past. Their historical understandings can draw from at least five spheres of human activity: social, political, scientific/technological, economic, and cultural as they study the history of their families, communities, states, region, nation, and of other nations or topics with worldwide implications.

Teachers of the middle grades can provide learners with a more formal study of history. Learners can have the opportunity to construct timelines; to group events by broadly defined eras; to study and interpret historical documents, taking into account the context of the historical period from which the document is drawn; to formulate historical questions; and to identify the values and moral convictions of individuals who hold differing views in a dispute.

High school teachers can engage learners in a sophisticated analysis and reconstruction of the past. Learners can be encouraged to draw upon various forms of data in order to elaborate upon information provided by historical narratives; to distinguish between accepted historical facts and interpretations; to consider multiple perspectives in interpreting the past; to make choices regarding historical sources, drawing from bibliographical studies; and to utilize historical methodologies in analyzing and defending historical arguments.

The history standard does not prescribe specific content to be covered in detail because the task force believed that many combinations of history content could be appropriate for teachers and it wanted to leave the decisions about content coverage and emphasis to the history faculty of each institution. It assumed, however, that the faculty would include (1) an adequate amount of history for both depth and breadth; (2) U.S. and world history, including both Western and non-Western civilizations; and (3) a rationale for whatever dimensions of content and emphasis it chooses. The general guiding principle for the faculty in selecting the history content should be the standard itself—the content that the faculty believes its prospective teachers should know and be able to teach.

All of the 15 content standards—thematic and discipline—are based on standards for K-12 student learning that were developed during the 1990s by national groups of scholars and academic experts in each of six respective fields.³

The NCSS task force that developed the *National Standards for Social Studies Teachers* accepted the work of the academic experts as valid identifications of what a school student should know and be able to do. Then, it asked and answered the following question: If this is what school students should know and be able to do, what should their teachers know and be able to teach, and what dispositions should they possess toward that teaching?

In answering that question, the task force decided that all programs, including those that apply to licenses in single disciplines, should address all 10 thematic standards because, for example, teachers of history also need to know, at least to some extent, major concepts in all 10 theme areas. The task force did not assume, however, that a prospective teacher of history would develop in-depth knowledge in all 10 theme areas and it did not expect that his or her study of history would be reduced to provide academic space for the broader study. It expected, and NCSS as an organization expects, both depth and breadth of content knowledge, and it thought that college programs leading to a license in a single discipline would likely require at least an undergraduate major in that discipline.

In essence, the NCSS national standards for social studies teachers do the following: (1) identify the thematic and discipline content that NCSS believes all prospective social studies teachers—comprehensive social studies, history, geography, civics and government, economics, and psychology—should study, know, and be able to teach; and (2) require the faculty of teacher preparation programs to demonstrate that they know with assurance that the prospective teachers whom they recommend for licenses possess the knowledge, competence, and dispositions that make them worthy of both the recommendation and the license. The standards hold teacher preparation faculty, programs, and institutions accountable for the subject matter knowledge and competence of the prospective teachers they say are ready to teach K-12 students. If, for example, a faculty says a prospective teacher is knowledgeable and competent enough to teach history, the standards require that faculty to pledge that the prospective teacher does in fact have both a thorough knowledge of history and the ability to teach it well.

The NCSS/NCATE Program Standards Document

Every year college and university faculty recommend their students for licenses to teach certain subjects, including history. When the faculty makes these recommendations, state licensing officers and employers of the teachers take their recommendations as valid evidence that the recommendees have the knowledge, competence, and dispositions to teach the subjects for which they are being recommended. The NCSS and NCATE program approval processes simply ask the recommending faculties (1) to be sure that their recommendations are valid and (2) to show the profession at large how they know this to be the case. It is for this reason that the program standards were developed.

The NCSS/NCATE *Program Standards for the Initial Preparation of Social Studies Teachers* is substantively the same as the NCSS *National Standards* document, although it contains 19 standards instead of 20. (The 20th standard of the NCSS document is incorporated in another section of the general NCATE standards for accreditation.) The *Program Standards* document simply fits the NCSS standards into the NCATE accreditation process for

program review, and formats the standards in a way that makes them easier to respond to as part of the NCATE accreditation and parallel state-level program approval processes.

The *Program Standards* document outlines the type of evidence teacher preparation program faculty are expected to provide in order for their program(s) to be designated as "nationally approved" and for them to be of the quality that would support a positive NCATE accreditation decision. It explains what institutions that seek NCATE initial accreditation or continuing accreditation over the next five years need to do in order for their social studies program(s), including history, to be approved.

The *Program Standards* ask faculty to provide three types of evidence of program quality for each of the 19 standards: programmatic, testing, and performance evidence. Each type of evidence can be illustrated by two companion questions that faculty would ask of themselves as they analyze and improve their program(s) and for which they would provide responses. The questions for their program for history teachers would be as follows:

- *For programmatic evidence*
What course work and other required learning experiences do our history education students need to participate in for us to recommend them for a license to teach history? How do we know that their participation in these courses/experiences makes our recommendation valid?
- *For testing evidence*
What tests do our history education students take and what minimum scores do we require of them in order for us to recommend them for a license to teach history? How do we know that these tests and scores make our recommendation valid?
- *For performance evidence*
What demonstrations of satisfactory performance as history teachers do our students show to us in order for us to recommend them for a license to teach history? How do we know that their performances of this type and of this quality make our recommendation valid?

Contexts Affecting the Standards and Their Use

The rising expectations and increased demands for accountability that face schools, teachers, and teacher educators have emphasized the importance of new subject matter standards for teachers much more than has been the case in the past. Nearly everyone wants more knowledgeable teachers and these desires have driven the development and fueled the force of both of the sets of new standards that are described here. Therefore, both sets of standards are more specific about the content new social studies teachers (including history teachers) should know, and the content that is specified requires both depth and breadth.

- The standards require testing and performance evidence in addition to programmatic evidence. A listing of courses that prospective teachers take is no longer sufficient.
- The burden of showing how well each teacher education program meets each standard rests with the program faculty.
- Meeting subject matter content standards is emphasized more centrally and more

forcefully in NCATE unit accreditation decisions.

- The standards are drawn directly from K-12 student learning standards, which are, themselves, reactions to demands for greater school accountability.
- The standards are consistent with those of INTASC and NBPTS.

Even more important than what the standards stipulate and how they have been developed, however, is the thrust behind how they are being put into use. In short, the new standards have clout, and not meeting them will have serious consequences for both prospective teachers and the teacher education programs that prepare them. For example, every teacher education unit that seeks initial or continuing NCATE accreditation over the next five years will be required to address these subject matter standards, and each program of an NCATE accredited institution will be designated as "nationally approved" or "not nationally approved."

As of this writing, 16 states are requiring that teacher preparation programs at colleges and universities in their state meet national content standards in order to have the state approval of their programs continued.

An additional 26 states have agreed as a part of their Partnership Agreements with NCATE to make their state content standards consistent with the national standards.

A constantly increasing number of states are requiring national accreditation of the teacher preparation units in their state.

More than 40 states now require prospective teachers to pass tests of subject matter knowledge to receive a state license to teach, and many of these states threaten the preparation programs whose students do not do well.

NCSS and NCATE have joined with Educational Testing Service (the contracting organization for teacher testing in most states) to help develop future tests for prospective social studies teachers that are consistent with the NCSS/NCATE standards.

National higher education legislation passed by Congress in October 1998 requires under the penalty of a loss of funding that colleges and universities that prepare teachers require, as of spring 2000, the testing of their teacher education students, including testing of subject matter knowledge, and the public release of the composite test scores.

All this means that faculties who prepare new teachers of history and of the other content areas within social studies are expected to be more accountable for the people they recommend for state teaching licenses. They will need to know, and show that they know, that the people they recommend as teachers have the subject matter knowledge, ability to teach that subject matter content, and the appropriate dispositions toward teaching that their recommendation implies. On the surface, these expectations of teacher preparation faculty are not entirely new, but the seriousness with which they are being applied has new weight.

Suggestions for Faculty Action

As these standards are put into place in NCATE and state-level accountability efforts, I suggest that college and university history faculty who help prepare history and social studies teachers use them to make sure that the content components of their program(s) are strong and, if they are not, to strengthen them. The standards and the NCSS/NCATE processes in which they are being applied provide both the criteria and means to do this, and to do so with great force. They require strong history preparation and knowledge for all new history and comprehensive social studies teachers and, because of Thematic Standard **● TIME, CONTINUITY, AND CHANGE**, they require at least some history knowledge for teachers of all social studies disciplines.

I recommend the following steps:

1. Use the two sets of standards as criteria for an honest self-study of your program for history teachers as well as all of your subject matter programs that fit under the social studies umbrella. Make sure the knowledge of history and the ability to teach it is appropriately strong for every prospective social studies teacher your institution educates.
2. Use the three-part evidence matrix of the *Program Standards*—programmatic evidence, testing evidence, and performance evidence—to identify strengths and weaknesses; and, if yours is an NCATE institution, record the data for use in your NCATE accreditation evaluation. The *Program Standards* document explains how to do this and NCATE conducts several national workshops each year for institutions preparing for NCATE accreditation reviews.
3. If your institution and state do not require subject matter tests of your prospective teachers, start requiring them. (The federal government has indicated that this is expected by 2000 anyway.) Then, use the testing data to improve your program and to advertise its strength.
4. If your institution is not already using substantial performance assessments of your prospective teachers, start doing so. A good place to begin is to look at the Assessment Criteria Project section of the NCSS and NCATE web sites referred to at the start of this report. That section describes in detail a number of good assessment tasks that social studies teacher educators are now using. You are welcome to use them as you wish and you are invited to submit your own assessment tasks to the collection.
5. If state regulations and guidelines negatively affect the history content component of your program, such as by preventing you from requiring a history major for a history license, use the national standards as bases to force change.
6. If your institution is not an NCATE accredited institution, push for it to become one. You will want to use the new NCATE emphasis on content knowledge to convince those who are reluctant to agree with such an expectation.
7. Become personally active in the NCSS and NCATE standards writing and standards raising efforts—nearly all of us who are now active in this area are either college faculty or classroom teachers of history, comprehensive social studies, or one of the other

social studies disciplines. We wrote the standards and are guiding their implementation. We would like to increase our numbers.

As I have already suggested, NCSS and NCATE both provide assistance to colleges and universities seeking to analyze their program(s) and to improve them through the use of the new standards. You can learn about that assistance by contacting me or either NCSS or NCATE at the addresses listed below.

Charles B. Myers
Department of Teaching and Learning
Box 330, Peabody College
Vanderbilt University
Nashville, TN 37203
(615) 322-8100
Fax (615) 322-8999
E-mail: charles.b.myers@vanderbilt.edu

NCSS/NCATE Accreditation Process
National Council for the Social Studies
3501 Newark St., NW
Washington, DC 20016
(800) 296-7840
(202) 966-7840
Fax (202) 966-2061
E-mail: folio-review@ncss.org

Vice President, Institutional Relations, NCATE
2010 Massachusetts Ave., NW
Washington, DC 20036
(202) 466-7496
Fax (202) 296-6620

As you reflect on all that I have described and suggested in this report, please remember these three major points.

1. Both the *National Standards for Social Studies Teachers* and the *Program Standards for the Initial Preparation of Social Studies Teachers* are intended to accomplish one main goal—to improve prospective teachers' subject matter knowledge, their ability to teach that subject matter, and their dispositions to teach it well.
2. Both sets of standards make only one very legitimate requirement of college and university faculty who prepare teachers—be sure the individuals you prepare to teach history, comprehensive social studies, geography, civics and government, economics, and psychology are capable of doing that—teaching well—before you recommend them for a state license.

3. Assistance in meeting these new standards is readily available to colleges and universities from both NCSS and NCATE.

Notes

1. The NCSS document was adopted by the Council's board of directors in April 1997. The NCSS/NCATE document was submitted by NCSS to NCATE in August 1997 and adopted by NCATE in October 1997.
2. For further information, see the following parallel documents that were consulted as this standard was developed: the NCSS theme, "Time, Continuity, and Change" in *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994) and the *National Standards for History: Basic Edition* (National Center for History in the Schools, UCLA, 1994).
3. National Center for History in the Schools, UCLA, *National Standards for History* (Los Angeles: National Center for History in the Schools, 1994); National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994); Geography Education Standards Project, *Geography for Life: National Geography Standards 1994* (Washington, D.C.: National Geographic Research and Exploration, 1994); Center for Civic Education, *National Standards for Civics and Government* (Calabasas, CA: Center for Civic Education, 1994); Economics America, National Council on Economic Education, *Voluntary National Content Standards in Economics* (New York: National Council on Economic Education, 1997); American Psychology Association, Internal draft reports on standards (Washington, DC: American Psychology Association, 1996 and 1997).

Charles B. Myers teaches at the Peabody College of Vanderbilt University. He is the NCSS delegate to the NCATE governing boards and was chair of the NCSS task force that developed the standards document and was also the co-author of the NCSS/NCATE program standards document.



National Council for the
Social Studies

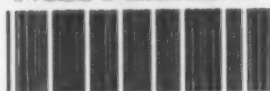
1501 Newark Street, NW
Washington, DC 20016

202 966 7340

202 966 2061 fax

www.socialstudies.org

NCSS Publications



429903

ISBN 0-87986-082-0

BEST COPY AVAILABLE